

High School  
Follow up

#13 T-1

(53)

SUPERINTENDENT OF SCHOOLS  
FRANKLIN ADMINISTRATION BUILDING  
THIRTEENTH AND K STREETS NW.  
WASHINGTON 3, D. C.

February 17, 1965

To the Board of Education  
of the District of Columbia

Ladies and Gentlemen:

Attached are the statistical reports on the graduate follow-up study and the list of the institutions attended by the graduates of the class of June, 1964.

The analysis of these statistics reveal that 1,680 graduates attended 376 colleges, institutions and schools of higher learning on a full-time basis. There were 219 enrolled on a part-time basis in 47 institutions. These data also show that 56.1 percent of those graduates located are continuing their education on a full-time or part-time basis.

A comparison with the 1963 graduate follow-up study reveals that:

1. 275 more graduates have been located in 1964.
2. There is an increase of 38 in the number of institutions attended on a full-time basis.
3. 25 more students are attending on a part-time basis.
4. 3.6 percent more graduates are continuing their education on a full-time or part-time basis.

The Superintendent is submitting this report for the information of the Board of Education.

Respectfully submitted,

*Carl F. Hansen*

Carl F. Hansen  
Superintendent of Schools

Attachments





Public Schools of the District of Columbia  
Department of Guidance and Placement  
Washington, D. C.

SUMMARY OF GRADUATE FOLLOW-UP SURVEY  
February 1965

Senior High School		Class of 1964					
		Boys	%	Girls	%	Total	%
Number of Graduates		1550		1958		3508	
Number Located		1507	97.2	1880	96.0	3387	96.6
Number Located		1507		1880		3387	
<u>EDUCATION</u>							
Continuing Education Full-Time		736	48.8	944	50.2	1680	49.6
Continuing Education Part-Time		97	6.5	122	6.5	219	6.5
Total, Education		833	55.3	1066	56.7	1899	56.1
<u>EMPLOYED</u>							
In Government Full-Time		155	10.3	259	13.7	414	12.2
In Private Industry Full-Time		213	14.1	327	17.4	540	16.0
In Government Part-Time		9	.6	11	.6	20	.6
In Private Industry Part-Time		77	5.1	73	3.9	150	4.4
Total, Employed		454	30.1	670	35.6	1124	33.2
<u>MISCELLANEOUS</u>							
Military Service		147	9.8	4	.2	151	4.4
Neither Employed Nor in School		58	3.9	122	6.5	182	5.3
Returned to Homeland		5	.3	6	.3	11	.3
Deceased		2	.1	-	-	2	.1
Personal Illness		5	.3	1	.1	6	.2
Other		3	.2	11	.6	14	.4
Total, Miscellaneous		220	14.6	144	7.7	364	10.7
Grand Total, Education, Employed And Miscellaneous		1507	100.0	1880	100.0	3387	100.0
<u>Location of School</u>							
Washington or Metropolitan Area		437	52.5	730	68.5	1167	61.5
Outside of Washington		396	47.5	336	31.5	732	38.5
Total, Location of Schools		833	100.0	1066	100.0	1899	100.0
<u>Types of Schools</u>							
Four Year Colleges		656	78.8	769	72.1	1425	75.0
Junior Colleges		37	4.4	43	4.0	80	4.2
Nurses Training		-	-	22	2.1	22	1.2
Special Education		68	8.2	172	16.1	240	12.6
D.C. Day or Evening Schools		51	6.1	54	5.1	105	5.5
Out of Town High Schools		-	-	1	.1	1	.1
Preparatory Schools		21	2.5	5	.5	26	1.4
Total, Types of Schools		833	100.0	1066	100.0	1899	100.0

Note 1: Eighty-eight boys and eighty girls reported they were employed and attending school either part time or full time.

Note 2: Seventeen boys and one hundred girls reported that they were married.

Approved:

Aileen H. Davis  
Aileen H. Davis  
Assistant Superintendent

Theresa C. Alexander  
Theresa C. Alexander  
Supervising Director





Public Schools of the District of Columbia  
Department of Guidance and Placement  
Washington, D. C.

SUMMARY OF HIGHER INSTITUTIONS AND SCHOOLS 1964 GRADUATES ARE ATTENDING

Senior High School Graduating Class... 3,508  
Number Located..... 3,387

February, 1965

<u>Type of School</u>	<u>Number Students Full-Time</u>	<u>Number Students Part-Time</u>	<u>Number Schools Full-Time</u>	<u>Number Schools Part-Time</u>
Four Year Colleges	1363	62	284	8
Four Year Nursing	22	-	13	-
Junior Colleges	80	-	32	-
Preparatory	26	-	8	-
Special Schools	156	84	39	21
D. C. Day High School	33	12	-	11
D. C. Evening High School	-	60	-	6
Out of Town Day High School	<u>-</u>	<u>1</u>	<u>-</u>	<u>1</u>
Total	<u>1680</u>	<u>219</u>	<u>376</u>	<u>47</u>

Respectfully submitted,

Theresa C. Alexander

Theresa C. Alexander  
Supervising Director

Approved:

Aileen H. Davis

Aileen H. Davis  
Assistant Superintendent





PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
Department of Guidance and Placement  
February, 1965

Colleges and Schools Attended by 1964 Graduates

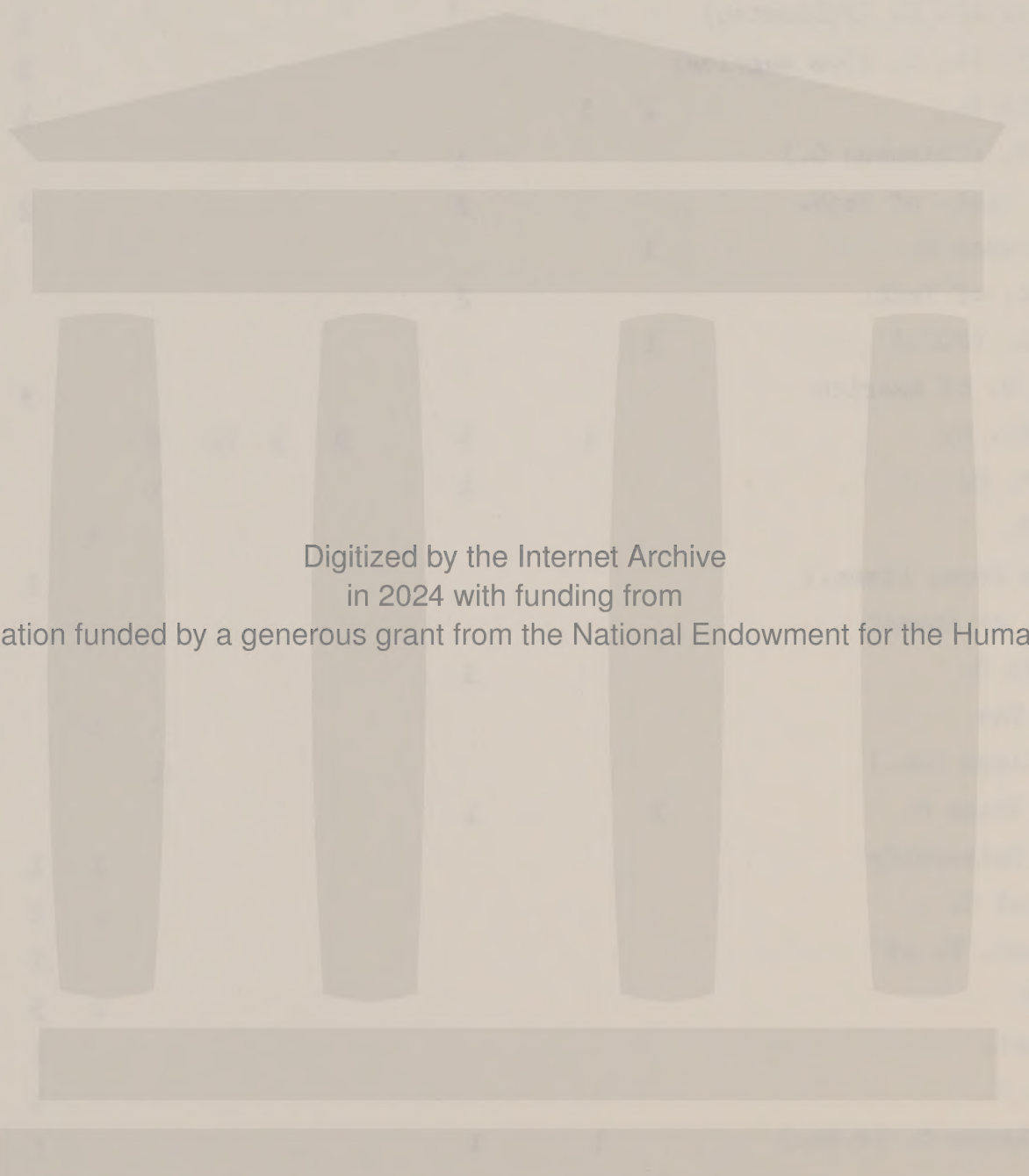
NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Adelphi U.		1								1		2
Alabama U.	1										1	2
Allen U.	1											1
American U.	3	1	1	7		2	7	3		8	19	51
American U. of Beirut											1	1
Amherst C.							1			1	1	3
Andrews U. of Michigan									1			1
Antioch C.				1			2	1			3	7
Arizona, U. of											2	2
Ashland C. (Ohio)				1						1		2
Auburn U.										1		1
Barber Scotia C.									1			1
Bard C.							1					1
Barnard C.											3	3
Baylor U.											1	1
Belmont Abbey C.											1	1
Bennett C.			1			1	3					5
Bennington C. (Vt.)										1		1
Bethany C.											1	1
Bloomfield (Bloomfield, N.J.)							1					1
Bluefield St. C.						1	2					3
Bob Jones U. Greenville, S.C.)	1											1
Boston C.										1		1
Boston Conservatory											2	2
Boston U.				4						1	2	7
Bradley U.				1							3	4
Brigham Young U.											3	3
Bryn Mawr C.											1	1
Total:	6	2	2	14	-	4	17	4	2	15	44	110

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NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Bucknell U.							1					1
California St. C. (Fullerton)											1	1
California St. C. (Los Angeles)											1	1
California U.	2	1									1	4
Capital U. (Columbus O.)				1								1
Carnegie Inst. of Tech.				2							2	4
Carson-Newman C.	1											1
Case Inst. of Tech.				2								2
Catawba C. (N.C.)	1											1
Catholic U. of America											3	3
Central St. C.		1		4		5	5	10	9			34
Cheney St. C.				1					1			2
Chicago U.										1		1
Christian Bros. (Tenn.)											1	1
Church C. of Hawaii											1	1
Cincinnati U.				1								1
Citadel, The										1		1
Clark College (Ga.)									1			1
Columbia Union C.	1			1								2
Columbia University										1	1	2
Connecticut C.										1	1	2
Connecticut, U. of											1	1
Cornell U.										1	5	6
Curtis Inst.											1	1
Dartmouth C.											4	4
Davis & Elkins C. (W.Va.)		1		1							1	3
Dayton U.	1											1
Delaware St. C.						2	1		3			6
Delhi Univ. (India)											1	1
Denver Univ.	1			1								2
Total	7	3	-	14	-	7	7	10	14	5	25	92



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NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
DePauw U.										1		1
Dickinson C.											2	2
D. C. Teachers C.	8	4	10	4	8	11	47	17	21	3	1	134
Douglas (Newb., N.J.)							2					2
Drexel Inst. of Tech.											1	1
Duke U.				2							6	8
Earlham C.											2	2
East Carolina C.(Greenville,NC)											2	2
Emory & Henry C. (Va.)	1											1
Emporia, C. of	1											1
Erskine C. (S.C.)											1	1
Fayetteville St. Trs. C.	2		1	2		2						7
Fisk U.		1				1	2					4
Florida Southern C.				1								1
Franklin & Marshall C.											1	1
Furman U.											1	1
George Washington U.	7	5	1	9	1	1	1	5		16	23	69
Georgetown C.	1											1
Georgetown U.				1			1			1	2	5
Georgia Tech. U.											1	1
Georgia, U. of											1	1
Gettysburg C.											1	1
Goddard C.				1								1
Goucher C.											1	1
Greensboro C. (S.C.)											1	1
Grinnell C.							1				1	2
Guilford C.											1	1
Hampden-Sidney C.											1	1
Hampton Institute	1			3			8	3				15
Harvard Univ.	1			1			1				4	7
Total	22	10	12	24	9	15	63	25	21	21	54	276





NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Haverford C.												
Hawaii U.											1	1
Heidelberg, Col. of							1			1		2
High Point C.	2											2
Hiram C.										1		1
Hobart C.										1		1
Houghton C.	1									1		2
Howard C. (Ala.)										1		1
Howard U.	19	7	29	45	24	57	70	57	55	18		381
Hunter C.				1								1
Illinois, U. of				1					1	1		3
Illinois Wesleyan U.							1					1
Indiana Inst. of Tech.				1								1
Indiana U.							1	1				2
Ithaca C.											1	1
Jackson C.				1								1
Jewish Theol. Sem.				1								1
Juanita C., Pa.										1		1
Kansas State U.										1		1
Kansas U. of							1					1
Kent State U.						1				1		2
Kentucky, U. of											1	1
Knoxville C.			2		1		2	1	2			8
Lake Forest											3	3
Lenoir Rhyne C.	1											1
Lesley C.											1	1
Livingstone C.			2				2	1	2			7
Longwood C.										1		1
Louisiana St. U.											1	1
Lycoming C. (Pa.)		1					1					2
Lynchburg C.		1										1
Total	23	9	33	50	25	58	79	60	60	29	8	434



NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Lynchburg Sem.							1					1
Madison C. (Va.)										1	2	3
Manhattan C.								1				1
Marietta C.							2					2
Mary Washington U. of Va.											1	1
Maryland St. Trs. C. Bowie		1		2	1	2	2		1			9
Maryland St. Tr. C. Prin. Anne									1			1
Maryland, U. of	10	4		20	1		2		2	8	20	67
Mason C. (Va.)										1		1
Mass. Inst. of Tech.								1			2	3
Mass., U. of				1								1
Medical C. of Va.	1											1
Memphis State											1	1
Miami C.								1			2	3
Miami, U. of (Fla.)											3	3
Michigan St. U.				1							2	3
Michigan, U. of	1						1			1	3	6
Millersville St. C.			1									1
Minnesota, U. of										1	1	2
Mississippi C.		1										1
Missouri, U. of	1											1
Mitchell, C. of L.I.								2				2
Monmouth C. (Ill.)											1	1
Moravia C. (Pa.)	1											1
Morgan State C.						5	2	3	1	1		12
Morris Brown C.	1											1
Morris Harvey C.											5	5
Morristown C. (Tenn.)							1					1
Mount Holyoke C.											3	3
Muhlenberg C. (Pa.)							1					1
Total	15	6	1	24	2	7	12	8	5	13	46	139





NAME OF COLLEGE OR INSTITUTION	Anacostia	Bellou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Munich Ger. (Br. U. of Md.)											1	1
Mundelein C.								1				1
Muskingum C.											2	2
N.C. Ag. & Tech., C. of	3		1		1	1	1					7
N.C. St. C. of Ag. & Eng.		1							3			4
N.C. State Trs. C.				1								1
N.C., U. of										1		1
Nebraska Wesleyan U.							1					1
New Brunswick, U. of Canada										1		1
New York, State U. of				1								1
New York Univ.	1		1								1	3
Northeastern U. (Mass.)		1		2			1				4	8
Northwestern U.	1											1
Northwestern St. C. (Okla.)											1	1
Oberlin C.									4	2		6
Ohio St. U.				1					1	1	1	4
Ohio U.			1								2	3
Ohio Wesleyan U.											2	2
Oklahoma, U. of											1	1
Oregon U.									1	1		2
Our Lady of Carey C.								1				1
Pacific Lutheran		1										1
Paris, U. of (France)									1			1
Parsons C.	1			2							1	4
Pasadena City C.											1	1
Peabody Cons. of Music		1										1
Pembroke C.							1					1
Penn. Military C.											1	1
Penn. State U.	1			1							1	3
Pennsylvania, U. of				3							5	8
Total	7	4	3	11	1	1	4	2	4	9	27	73





NAME OF COLLEGE OR INSTITUTION Four Year - Full Time	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Pepperdine C. (Calif., L.A.)										1		1
Pfeiffer C., N. C.	1											1
Pittsburg, U. of	2			1								3
Politechnical C. The Equador											9	12
Pratt Institute											1	1
Princeton U.				1					1		1	2
Quincy C. (Ill.)										1	2	4
Radcliffe C.										1		1
Radford C.	1									3	2	5
Randolph Macon C. (Va.)											1	2
Randolph Macon C. (Women's Div.)											2	2
Reed C.											2	2
Rensselaer Poly. Inst.											1	1
Rhode Island, U. of											1	1
Rhode Island Sch. of Design											1	1
Richmond C.											2	2
Richmond Prof. Inst. (VA.)										1		1
Roanoke C.											1	1
Rochester U. of				1							2	3
Rollins College											1	1
Russell Sage C.											1	1
Rutgers - The State U.				1								1
Saint Augustine's C. (N.C.)	1							2		1		4
St. Lawrence C.											1	1
St. Leo C.											3	3
St. Martins C. (Wash.)											1	1
St. Michael's C.											1	1
St. Paul's C.			1			1	1	1		1		5
Salem C.										1		1
San Diego St. C.					1							1
San Francisco St. C.							1					1
Total	5	-	1	4	1	1	2	3	1	11	36	65



NAME OF COLLEGE OR INSTITUTION	Anacostia	Bellou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Shaw U.				1			3					4
Shepherd C. (W. Va.)											1	1
Smith C.				1	1		1					3
So. Car. State C.										1		1
So. Car. Univ. of											3	3
South Florida, U. of										1		1
Southern C. (Baton Rouge, La.)						1		1				2
Southern Ill., U. of								1				1
Southern Miss., U. of											1	1
Southwest Mo. St. C.					1			1				2
Spelman C.									1			1
Stella Maris C. (India)											1	1
Stephens C. (Mo.)										1		1
Stern C. (Yeshiva U.)		1		2								3
Susquehanna U.				1		1					1	3
Swarthmore C.				1						2	1	4
Sweet Briar C.											2	2
Syracuse U.	1	1					2			1	5	10
Tarkio C. (Mo.)							1				1	2
Temple U.				1								1
Tenn. U. of				2							2	4
Tenn. Ag. & Ind. St. U.			3	1			1					5
Texas, U. of										1	2	3
Trinity C. (Conn.)					1		1					2
Trinity, U. of Texas									1			1
Tufts U.				1			1		2			4
Tuskegee Institute							1	1				2
U. S. Air Force Acad.		1										1
U. S. Military Acad.										1	1	2
U. S. Naval Academy	3											3
Total	4	3	3	11	3	2	11	4	1	11	21	74





NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Upsala C. (N.J.)							1					1
Ursinus C. (a.)								1				1
Utah, University of											1	1
Va. Poly. Tech. Inst.	1	1		5							3	10
Va. State College										1		1
Va., University of										2	2	4
Va. Union University	1		1			1	1		2			6
Valparaisa University		1										1
Vanderbilt University											1	1
Vassar College											1	1
Villanova University								1			1	2
Virgin Islands University			1									1
Wagner C. (N.Y.)										1		1
Wake Forest											1	1
Washington & Lee U.											1	1
Washington St. U.				1							1	2
Washington U. of Missouri				1						1	3	5
Weber State C. (Utah)							1					1
Wells C. (N.Y.)											1	1
West Virginia St. C.							1					1
West Virginia, U. of										3		3
West Virginia Wesleyan C.									1			1
Western Co. for Women (O.)						1				1	2	4
Western State Col. (Colo.)				1								1
Western Kentucky St. C.	1											1
Western Maryland St. C.											1	1
Western Mich. U.		1										1
Western New Mexico U.	1	1										2
Western Reserve U.									1		1	2
Westhampton C. of the U. of Rich.											1	1
Total	4	4	2	8	-	2	4	2	4	9	21	60





NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Wheeling C., (W. Va.)											1	1
Wichita State U.	1											1
Wilberforce U.			7	4					1			12
William Carey C. (Miss.)	1											1
William Penn. C.										1		1
William Smith C. (N.Y.)											1	1
Williams C.	1									1		2
Wilmington C. (O.)										1		1
Wilson C. (Pa.)											1	1
Windham C. (Putney Vt.)											1	1
Wisconsin, U. of				1						2	8	11
Women's C. of the U. of N.C.											4	4
Yale University											1	1
Yeshiva University		1										1
Total	3	1	7	5	-	-	1	-	1	5	17	40
Sub Total	93	41	57	160	41	97	199	118	12	123	282	1323
GRAND TOTAL	96	42	64	165	41	97	200	118	113	128	299	1363



NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Part Time												
Air Force Base College (Tex.)												
American U.										1		1
City College, Calif.						3					3	6
George Washington Univ.		1										1
Georgetown						4						4
Howard Univ.				1							1	2
Lynchburg College		1				43	1					45
Va., Univ. of (Arl. Ext.)											1	1
Total	-	2	-	1	-	50	1	-	-	1	7	62





NAME OF SCHOOL OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Junior Colleges												
Arverett C.											2	2
Brevard Jr. C.											1	1
Chowan C. (N.C.)		1										1
Compton Jr. C. (Calif.)									2			2
Cottey C. (Mo.)											1	1
Eastern C. of Law & Com. (Baltimore)	1											1
Friendship Jr. C. (S.C.)										1		1
Gardner City C. (Kans.)				1								1
Gardner-Web (N.C.)										2		2
George Mason Jr. C.											1	1
Grossmont Jr. C.											1	1
Harcum Jr. C.											2	2
Immaculata Jr. C.								1			2	3
Kittrell Jr. C.	1											1
Marjorie Webster Jr. C.	1									1		2
Martin C.											1	1
Metropolitan Jr. C. (Kans., Mo.)						1						1
Montgomery Jr. C.	2	1		2			4		1		1	11
Morris C. (S.C.)						1						1
Mount Ida Jr. C.											1	1
Mount Vernon J. C.											4	4
Northeastern Jr. C.				4								4
Prince George Comm. C.	3	5		2								10
St. Petersburg Jr. C.				1								1
Shenandoah Jr. C.											1	1
Southern Sem. Jr. C.											1	1
Strayer Jr. C.		2								6		8
Trinidad St. Jr. C. (Col.)						4						4
Utah St. Jr. C.						3						3
Vernon Court Jr. C.											2	2
Washington Hall Jr. C.			1	1				1		1		4
Young Harris C.	1											1
Total	8	10	1	11	-	9	4	2	1	17		60



NAME OF INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Preparatory Schools												
Baltimore Inst.				1								1
Bullis School											2	2
Columbia Prep. School											5	5
Emerson Inst.				2						2	4	8
Lake Mont Acad (N.Y.)				1								1
Newman Prep.								1				1
Oakridge Mil. Inst.											2	2
Woodward Sch. for Boys											6	6
Total	-	-	-	4	-	-	-	1	-	2	19	26





NAME OF INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Nurses' Training School												
Beth Israel Hosp. Sch. of N. (NYC)											1	1
Boston U. Sch. of Nursing											1	1
Capitol City Sch. of Nursing	1	1										2
D. C. General Hospital						2						2
Duke Univ. Sch. of Nursing											2	2
Freedmen's Hospital		1						2				3
John's Hopkins		1										1
Med. C. of Va. Sch. of Nursing	1											1
Pittsburg U. Sch. of Nursing											1	1
Prince George's Sch. of Nursing							1					1
Provident Hospital (Baltimore)						1						1
Salem Hosp. Sch. of Nursing (Mass.)											1	1
Washington Hosp. Center			1	1	-			1	1	-	1	5
Total	2	3	1	1	-	3	1	3	1	-	7	22



NAME OF INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Special Schools Non-Degree Full Time												
Albert Einstein Med. Center							2					2
American Institute		3	1	1				2	1			8
Anne Hull (N. Y.)								1				1
Atlantic Bus. C.	1		1	1	4			1	4			12
Barber Sch. (Va.)			1									1
Benjamin Franklin U.	1									1	1	3
Blackwell Bus. C.									2			2
Capital Beauty Inst.	1					2						3
Classique Mod. & Fin. Sch. (Utah)											1	1
Columbia Tech. Inst.				2						2		4
Corcoran Sch. of Art		1	1	1					1		1	5
Freedmen's Hosp. (X-Ray)					1							1
Gardner Sch. of Bus.				2								2
Georgetown Sch. of Decor.									1			1
Hyattsville Sch. of Barb.		1		1								2
International Inst. of Inter. Des.	1	1										1
Johnson Bus. Sch.				2			1		1			4
Key's Coastal Bus. Sch.											1	1
Lincoln Tech. Inst.			1									1
Mandle Sch. for Med. Asst.											1	1
Md. Inst. C. of Art	1			1								2
Med. Sch. for Med. Secret.		3										3
M.J.C. Walker Sch. of Cos.										1		1
Patricia Stevens Mod. Sch.											2	2
Peters Bus. C.			3	1	1			4		1		10
Providence Nr. Sch.				1								1
Riverton N.J. Biol. Lab. Sch.			1									1
Sch. of Pract. Arts, N.Y.								1				1
Star Beauty Acad.		1							1			2
Strayer Sch. of Bus.	6	2	1	13	3		4	8	1		7	45
Total	11	11	10	26	9	2	7	17	12	5	14	124





NAME OF INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Special Schools (Cont'd.) Full - Time												
Southeastern Univ.										1		1
Suburban Beauty Sch.				1								1
Temple Secret. Sch.	1	2	1	1			1	3	2	1	2	14
Tusculumbia Bus. Sch.											1	1
Vox Inst. of Lang.				1								1
Washington Beauty Acad.										1		1
Washington Bus. Sch.	1											1
Wash. Sch. of Med. Tech.		1								1	4	6
Wash. Sch. for Secret.	3									2	1	6
Total	5	3	1	3			1	3	2	6	8	32
Sub Total	11	11	10	26	9	2	7	17	12	5	14	124
Grand Total	16	14	11	29	9	2	8	20	14	11	22	156



NAME OF INSTITUTION Special Schools Non-Degree Part Time	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
American Inst.		1		1		4	1	1				8
Atlantic Bus. C.						3	2	2	1			8
Benjamin Franklin U.	1	1	1	1			1					5
Capital Radio & Eng. Inst.										1		1
Columbia Col. Arts & Des.			1									1
Corcoran Sch. of Art				2				1	1			4
Emerson Inst.		1						1	1			3
Johnson Sch. of Bus.				1								1
Library of Congress							1					1
Modern Music Sch.					1							1
Occup. Tr. Center Voc. Rehab.							1					1
Patricia Stevens Sch.	1		1									2
Peters Bus. C.	1					2			1	1		5
Programming & Systems Inst.							2					2
Remedial Center											1	1
Rockville Md. Trade Sch.					1							1
Strayer Sch. of Bus.	1	4		2		8		1		1	1	18
Temple Sch.	2			1	1	7	2	2		1	1	17
U.S. Dept. of Agri.								1				1
Washington Drafting Sch.								1				1
Washington Sch. for Sec.										2		2
Total	6	7	3	8	3	24	10	10	4	6	3	84





NAME OF INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
D.C. Day High School												
Anacostia	1											1
Armstrong, Manpower, Tr. D. A.			1	1	1	1		6				10
Burdick V.H.S.								1			1	2
Cardozo						3						3
Chamberlain V.H.S.				1								1
Dunbar					1							1
Eastern						10						10
McKinley					2							2
Phelps			1									1
Spingarn									8			8
Washington V.H.S.					2			2	2			6
Total	1	-	2	2	6	14	-	9	10	-	1	45

D.C. Evening High School												
Anacostia	2	3			1							6
Armstrong Man. Tr. D.A.						8	2		1			11
Cardozo					2	6						8
Roosevelt				7		5	4	13				29
Spingarn									3			3
Woodson Jr. H.									3			3
Total	2	3	-	7	3	19	6	13	7	-	-	60

Out of Town Day High School		
Community School (Iran)	1	1
Total	1	1



23 Tuckerman Street, N. W.  
Washington, D. C. 20011  
July 3, 1967

Mr. Julius Hobson  
c/o Secretary of Health, Education and Welfare  
330 Independence Avenue, S. W.  
Washington, D. C. 20025

Dear Mr. Hobson,

I share with you your feeling of joy at the apparent resignation of Dr. Hansen. Your valiant, unprecedented, and unheralded court action certainly caused this justifiable demise.

However, the tragedy of this most historical civil rights suit is the lack of community knowledge regarding the evidence considered in requiring Judge Wright's decision. You more than anyone must have appreciated the prejudice with which your trial was given press coverage.

Therefore, only editorials were given wide-spread dissemination.

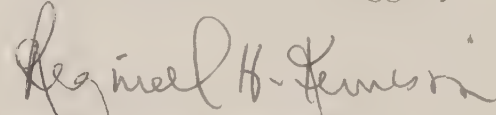
As a "middle-class-colored-person", I am continuously quire~~ried~~ regarding the facts, statistics, and particulars upon which you based your allegations. My embarrassment is manifold at my inability to accurately respond; relying on para-phrasing editorials, thereby unscientifically drawing conclusions.

Sir, evidently both of us anticipated history; nevertheless, I would feel more whole if my impressions were otherwised formulated.

May I entreat you to attempt publication of your Black Educational Prostration, in order that friends as well as foes can better understand our educational inadequacies.

Never will a best seller be more deserved.

Your brother in struggle,

  
REGINALD H. KENNISON







Office of the Solicitor General

Washington, D.C. 20530

July 3, 1967

William M. Kunstler, Esq.  
12 Tenth St., N. E.  
Washington, D. C. 20002

Re: HOBSON, ET AL. v. HANSEN, ET AL.  
No. 171 Misc., October Term, 1967

Dear Mr. Kunstler:

On June 30, 1967, Mr. Justice Brennan signed an order in the above case extending our time to file a response to the jurisdictional statement to and including July 30, 1967.

Sincerely yours,

THURGOOD MARSHALL  
Solicitor General

by

*Mildred E. Fanebust*  
Mildred E. Fanebust  
Legal Assistant

cc: Arthur Kinoy, Esq.  
Kunstler, Kunstler & Kinoy  
511 Fifth Ave.,  
New York, N. Y. 10017

Jerry D. Anker, Esq.  
1001 Connecticut Ave., N. W.  
Washington, D. C. 20036

Herbert O. Reid, Esq.  
Howard University Law School  
Washington, D. C. 20001

International Convention for the Protection of the Rights of All Persons Enslaved in 1948

Article 1. Slavery is the status or condition of a person over whom any other person or persons have exercised or exercise ownership in the person or in the services of that person, for purposes of trade or otherwise, with or without the consent of that person.

Article 2. No person shall be held in slavery or servitude; slavery and the slave trade, in all their forms, shall be prohibited and punished as a crime against humanity, whether or not it is recognized by national law.

Article 3. The slave trade in all its forms, whether or not it is recognized by national law, shall be prohibited and punished as a crime against humanity, whether or not it is recognized by national law.

Article 4. Any person who is held in slavery or servitude shall be entitled to the following minimum guarantees, in full:

(a) To be treated with humanity and with respect for the inherent dignity of the human person;

(b) To be protected against all forms of violence, including physical, sexual and psychological violence, against himself or against his or her family;

(c) To be protected against all forms of discrimination, including racial, ethnic, religious, political or social discrimination;

(d) To be protected against all forms of exploitation, including sexual exploitation;

(e) To be protected against all forms of abuse, including physical, sexual and psychological abuse;

(f) To be protected against all forms of trafficking, including sexual trafficking;

(g) To be protected against all forms of forced labor, including forced labor in the private sector;

(h) To be protected against all forms of debt bondage, including debt bondage in the private sector;

SUPERINTENDENT OF SCHOOLS  
FRANKLIN ADMINISTRATION BUILDING  
THIRTEENTH AND K STREETS NW.  
WASHINGTON, D. C. 20005

July 28, 1967

To the Board of Education  
of the District of Columbia

Ladies and Gentlemen:

In response to the motion made by Mrs. Anita F. Allen at the Board Meeting on July 14, 1967, the Acting Superintendent is submitting recommendations for consideration by the Board on plans for implementing the decree of Judge Wright in the case of Hobson vs. Hansen, et. al.

The Acting Superintendent recommends that the Board of Education approve these tentative preliminary plans.

Respectfully submitted,

*Benjamin J. Henley*

Benjamin J. Henley  
Acting Superintendent of Schools

Attachment

*Board on Wright  
Decree*



## I. SUBSTITUTE STRUCTURE FOR TRACK SYSTEM

- A. The administration will direct all elementary and secondary school principals to abandon the track system immediately.
- B. Reorganization of the schools will be based on the following principles:
  1. Schools will be organized in keeping with the D. C. Schools' Philosophy of Education which states in part, "We hold as the immediate aims for American education, equal opportunity for all and progressive achievement for each according to his needs and capacities."
  2. It is the responsibility of each school staff, augmented by representatives from the community, to develop the organizational pattern which best meets the needs of the community it serves, subject to review and recommendations by the Curriculum Department, Department of Pupil Personnel, and subject to approval and implementation by the Assistant Superintendents concerned.
  3. The overall philosophy of the school system is that it will provide the maximum opportunity for learning for each child and that the only purpose for grouping is to facilitate the learning experience. The nature of the learning experience is the prime factor in determining the kind of grouping which is to be used.
  4. Individual differences exist among pupils and the instructional program must adapt itself to these differences.
  5. Each child has individual and unique aptitudes in each subject area. Therefore, he will be a member of many groupings in terms of his performance in the subject matter area concerned. Grouping procedures must be flexible enough to provide for each child's varying performance levels.
  6. There will be continuous evaluation of pupil growth by school staff and pupil personnel services both for diagnostic purposes and for the assessment of progress.

Based on these principles, the school system will move to a program of individual instruction to replace the track system.

We believe that individualization of instruction can be best achieved:

1. By offering each school alternative choices in the selection of the type of organization it will use. Guidelines for these will be supplied by the administration. These alternatives may include the non-graded



organization, dual progress plan, inter-age and multi-grade grouping, or others.

2. By adopting a general plan which (1) allows heterogeneously grouped pupils in the first three grades to progress continuously on an individual basis without the stigma of failure, (2) organizes overlapping rather than stratified grade groupings in the intermediate grades, and (3) requires individual programming on the secondary school level.
3. By developing in each school an educational resource center to which children will be sent on an individual interest basis and which will be staffed with teacher specialists. (See appendixes attached to this section.)

The development of a program of individual instruction is very difficult. However, the Model School Division has moved toward this goal by developing team teaching and non-graded primary programs. It has also experimented with a variety of new materials which provide concrete rather than abstract learning experiences. This experience is available to the rest of the school system. In addition to this, the Curriculum Department is developing our central Educational Resources Center which will promote the development of a similar center in each school.

Inherent in the move to a program of individual instruction is the need for (1) a massive training or retraining program for principals, teachers, and supervisors so that they can become effective in dealing with multiple groupings within the classroom and the use of new materials; (2) a wide assortment of materials; and (3) the continuing development of curriculum materials to implement the diverse plans adopted by the various schools and to meet the needs of the community. These needs imply increased budget costs as well as the more efficient utilization and coordination of our present resources, our current staff, facilities equipment and supplies.

#### Recommendations:

1. That the school system develop a program of individual instruction based on the principles and steps outlined in the preceding paragraphs.
2. That schools open for children on Friday, September 8, 1967, instead of Wednesday, September 6, 1967, in order that school staffs may in an educationally sound manner prepare a new organization.

DEPARTMENT OF SUPERVISION AND INSTRUCTION FOR ELEMENTARY SCHOOLS  
PLANS FOR IMPLEMENTING THE COURT DECREE

For years now Negro supervisors have worked with white teachers and principals, and white supervisors with Negro teachers and principals. This sort of integration will, of course, continue. In addition, the Department will give full support to two special groups:

1. The new teachers of both races who are assigned specifically to begin integration of schools.
2. Teachers whose classrooms are being integrated by receiving children bused from other areas.

The emphasis of the Department will shift toward:

1. Helping schools implement the kind of organization they choose.
2. Working out aids to individualization of instruction.
3. Facilitating fluidity of group membership.
4. Helping teachers plan to meet the heterogeneous needs of their children and develop suitable techniques.
5. Investigating and trying out many new materials of instruction.

Budgeting should look toward immediate increases in the supervisory staff, with a ratio to teachers of 1 to 100.

1. We are talking about finding many more teachers, most of whom will be new or inexperienced with city problems.
2. Even the competent members of the current staff will need extensive in-service work.

The extra supervisors provided with Impact Aid Funds to help groups of 100 teachers were very effective as judged by the principals and teachers whom they served.

New ideas in supervision such as micro-teaching and use of video-tapes should be explored.

*Evelyn L. Bull*

Evelyn L. Bull, Director  
Supervision and Instruction



PROVISIONS FOR IMPLEMENTING THE PROGRAM OF  
INDIVIDUALIZED INSTRUCTION  
FOR THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

---

EDUCATIONAL RESOURCES CENTER

Substitute  
Structure  
for  
Track  
System

Current Summer Programs The services of the Curriculum Offices and the Educational Resources Center are already beamed to accelerating the process of the individualization of instruction through a summer training program for administrators, principals, supervisors, teachers, and community leaders. (In excess of 2000 will have been trained in educational technology and the new media between April and October 1967.)

and

Preliminary  
Plans  
for  
Substantive  
Comprehensive  
Compensatory  
Education

In addition, summer curriculum workshops and curriculum writing programs have centered attention on creative procedures in urban education, coordinated staff planning in community areas, guidelines for the special teacher "in residence" in the elementary schools, program for enriched learning in language for disadvantaged areas, other innovative curricula, and planning for a project in "self image" (in liaison with the Frederick Douglas Institute) and for a reinforcement of the program in personal family living.

Program to be launched in September The Educational Resources Center (funded under ESEA Title III) hopefully will have an adequate base of operation in a building designed to house the present on-going operation and to accomplish the purpose of overall

Cooperative Staff Planning

to develop and make available to all teachers (and therefore pupils) the innovative curriculum, new media and technology geared to the individualization of instruction through coordination of in-service training in the area of creative use of new media. A curriculum laboratory containing a comprehensive collection of instructional materials with demonstration areas, will provide opportunity for teachers to know what resources are available and how to use them. A continuing program of innovative curriculum writing, interfaced with new media, will provide back-up for community curriculum planning.





## A CENTER CITY LEARNING TOWER

The Educational Resources Center will be the nucleus of A Center City Learning Tower. This will be the expansion of the Educational Resources Center to provide first hand experiences for pupils (as well as teachers) in laboratory areas of the building on a planned schedule where the individual pupils in classes coming into the building would be deployed into areas to make use of the media designed for their special needs.

(A beach head of this nature has operated successfully in Cleveland, Ohio for the past year in a facility called "Supplementary Educational Center")

The Center City Learning Tower would -

Increase achievement motivation

Upgrade academic skills

Stimulate creative and artistic expression

Deepen social consciousness

Strengthen the teacher's instructional skills, insights, and re-direct educational leadership in the classroom

Provide for pupils' sharing of educational experiences by the intermingling of diverse groups in the city population

A major function of the Learning Tower is the coordination, evaluation, and continual redirection of individualized student learning programs working in conjunction with the Learning Resources Center programers in each school

The Center City Learning Tower would provide the most able leadership available to induct pupils into programs of individualized learning using the whole gamut of new media and technology.

The details of the plans for the Curriculum Department's Educational Resources Center in a Center City Learning Tower are defined in

Exhibit: A Comprehensive Plan For The Technological Improvement Of The District Of Columbia Public Schools
--





## A LEARNING RESOURCES CENTER IN EVERY SCHOOL

A dynamic way of building self confidence in each child and of stimulating interest in the disciplines of a growing curriculum is the establishment of a Center for Learning Resources in each building.

The Center as an avenue to build self confidence provides a resource for the child who needs help in mastering subject matter. --There is established in his immediate environment a place "to find out"--a teacher programmer who can work on a one-to-one basis with him, reinforcing the teaching in the regular classroom. Learning materials and various forms of educational technology are at the disposal of pupils and teacher to reinforce concepts and build skills.

As a stimulant to interest in various subjects the school learning center is constant as a resource for new ideas, exciting programs, contacts with consultants, contributions and stimulation through participation by parents and peers, in an environment that is creative and challenging.

The Learning Resources Center in the school is "a natural" vehicle for utilizing the staff specialists. The public schools of Washington are well staffed with resource personnel including pupil personnel workers and special subject field teachers. For the first time, elementary schools have resident resource teachers in reading, science, music, art, physical education, etc..

Instead of the self-contained classroom "box-type" of organization, the entire building will be a working unit with children making maximum use of resource areas. The complex of laboratories and studio areas would center in a new concept of the use of the library as an instructional materials center with adequate accent on audio-visual materials. Skills centers, communication, foreign language, and science laboratories, art and music studios, speech and reading centers could be part of this educational complex.

Every school would develop its own pattern for the Learning Resources Center in a dynamic way related to spaces in the building which are suitable for conversion to the new concept of the whole school as a laboratory of learning. The concept would extend beyond the walls of the school to incorporate the use of space in the community. Classes (on schedules arranged through the D. C. Educational Resources Center) could be held in museums and art galleries. A total utilization of city resources would be envisioned in the overall program.



## IN SUMMARY

### Re: An adequate substitute structure for the track system

The track system could be replaced by a program of individualized instruction highly flexible and in tune with the community needs and building facilities.

Such a program would be adequate and substantial, with specific provision for upward mobility in the learning program of every child. This would be accomplished through the programs in the individual school Learning Resources Centers and the Center City Learning Tower. The Curriculum Department's Educational Resources Center would be the agent for coordinating the in-service program in educational technology geared to the individualization of instruction for every pupil.

This program is in line with the thinking of Dr. Harold Gores, President, Ford Foundation's Learning Laboratories, as expressed in his address at the recent National Seminars on Innovation, Honolulu, Hawaii, July 18, 1967, (sponsored by the U. S. Office of Education).

#### "BAN THE BOX"

"A school is three things: people, ideas, and a place -- and in that order of importance," said Dr. Harold Gores, President of the Ford Foundation's Educational Laboratories, Inc., in launching his discussion of the environment of education.

In the school, Dr. Gores said, we "are moving education away from the group and toward the individual. The walls are coming down, and the self-contained, self-contaminated classroom is giving way to open space which the children and teachers can arrange to suit their needs."

### Re: Preliminary plans for substantive, comprehensive compensatory education

Through the program of personalized instruction previously described, every child will automatically have the maximum resources made available to him to compensate for any disadvantages suffered -- in his environment or earlier schooling. The program described, although highly flexible, is not loose or left to chance, but persons assigned to programing individual children (in the Centers -- school- and city) will personally insure for each child, maximum learning advantages through continual evaluation and redirection of each student's individual learning program.



The best compensatory education is the prevention of the need for  
it. This can be accomplished through reaching the very young child  
in the school setting and reaching into the home to provide training  
through parents or "Tutors" in order to accelerate learning in the --  
infant stages of growth and development. City programs already un-  
derway (Pre-School, STAY Program, Nursery School, and others) can  
be extended and coordinated through the Centers.





## A PROPOSED PLAN FOR IMMEDIATE IMPLEMENTATION OF INDIVIDUALIZED INSTRUCTION

Project 470 may serve as a resource for the city. Under a presently approved and funded E.S.E.A. Title III grant (project 470) immediate (September 15, 1967) implementation of converting from the "track" system to "Individualized Instruction" will begin. A task force of nationally prominent consultants and specialists in Educational Technology from local universities and across the country will be selected to implement the plan under the coordination control of the D. C. Educational Resources Center, (ERC). This project will be conducted in the "Tri-School".

### THE PLAN

1. Select and employ the task force personnel (August 1, 1967).
2. Conduct initial planning seminars with the task force, E.R.C., Tri-School personnel and members of the school administration (August 7-11, 1967).
3. Obtain all required materials and equipment (August 15-31, 1967).
4. In depth training for all available Tri-School teachers (with pay)- (August 15-31).
5. On-site training for teachers who were not available on August 15-31, 1967, (September 5-19, 1967).
6. Plans and training; equipment and materials; readiness finalized (September 19-October 2, 1967).
7. "Individualized Instruction" operational (October 2, 1967).

It is expected that the task force will be required to work daily with the teachers and officers in these schools until February 1, 1968. After this date the task force will be enlarged and a portion will remain at Tri-School for the remainder of the year.

Running simultaneously to this activity, the Educational Resources Center will give in depth training to elementary school principals and selected teachers.



## II. LONG RANGE PUPIL ASSIGNMENT PLAN:

Consideration of a long range pupil assignment plan must be in terms of:

1. plan for transporting volunteering children to underpopulated schools west of Rock Creek Park.
2. preliminary planning in regard to future design and location of new schools.
3. preliminary plans for substantive, comprehensive, compensatory education.

It must be preceded by an analysis of the results of a survey of available space and school boundaries. It must be designed to afford the best economic, social and where possible, racial integration, as students are involved in curriculum programs geared to their educational needs, assets and liabilities.

Steps to be taken in the development of a long range plan include:

1. A survey of available classroom space in all school buildings.
2. A study of school boundaries and enrollments in order to determine what immediate changes can be made to increase economic, social and racial integration through bussing and the establishment of new zones to replace abandoned optional zones.
3. An intensive analysis of all school communities in terms of resources, race, economic levels, natural boundary barriers (parks, railroads, etc.) and transportation patterns. From this information a city-wide boundary pattern on all levels can be developed to accomplish the greatest possible variety of resources, socio-economic levels and racial integration.
4. A study of the feasibility of Educational Parks immediately in such obvious clusters of schools as the Spingarn or Roosevelt areas, among others.

The following are possible areas requiring study and analysis by appropriate staff members and departments in order to formulate recommendations:

1. The concept of Educational Parks (suggestions for possible immediate exploration in existing concentrated school areas have been made by the Assistant Superintendent in charge of Buildings and Grounds).

2. The feasibility of establishing additional tri-schools or bi-school arrangements (primary, middle and intermediate schools or primary and intermediate schools).
3. The possibility of establishing the middle school plan - 4 (Grades K-4) - 4 (Grades 5-8) - 4 (Grades 9-12) where it will promote economic or racial integration as well as provide a more equitable distribution of facilities and staff.
4. Establishment of certain school boundaries to cover only 75% of building capacity in conjunction with the experimental or demonstration curriculum projects in those schools with a provision for bussing the remaining 25% of the pupils who volunteer to attend these schools in order to participate in the special programs.
5. Recruitment of volunteer families west of the Park who are willing to have their children bussed east to schools where their presence will provide integration for both groups.
6. Consideration of use of mobile units placed strategically for integration purposes to increase the capacity of schools.
7. Ways of implementing integration without reassignment:
  - a. Explore the possibility of pairing schools for exchange of classes or teachers, and multiple use of facilities within the two schools (an extension of the Stern Partnership concept).
    - 1) Classes with double grades might be redivided to make single grades in each school
    - 2) Teachers with special talents or skills might work as teams between the two schools
  - b. Plan for shared use of public resources by paired schools (e.g., a cooperative approach to a unit of work using the resources of the Smithsonian Institution).
  - c. Consider using one school, located geographically within a cluster of schools or available by bussing, as a specialty school where children from designated schools could participate in special curriculum projects or use special facilities such as planetaria, science laboratories, shops, etc.

- d. Exploration of the possibility of increased cooperation with private schools in terms of shared staff, facilities and projects (e.g., the Morgan-Sidwell Friends Summer Project).
- e. Expansion of present programs of limited involvement with suburban schools.





III. PLAN FOR TRANSPORTING VOLUNTEERING CHILDREN TO UNDERPOPULATED SCHOOLS WEST OF ROCK CREEK PARK:

There are a number of considerations involved:

1. availability of pupil space
2. availability of contract transportation
3. age level of transported students and required supervision
4. time and distance
5. suitability of space to age level of students
6. parental consent to transportation

A contract for bus transportation has been under negotiation for some time (Appendix III A). There is a serious problem of availability of busses: D. C. Transit was the sole bidder on the contract, and has advised that they can furnish a maximum of 20 busses during the hours currently required. Additional busses would be available only non-peak load hours (after 9:00 a.m., before 4:00 pm.).

With respect to transportation throughout the city, the Administration proposes to establish the following priorities:

1. integration of schools west of the Park.
2. elimination of all double shifts and half-day classes.
3. reduction where possible of large classes, overcrowding of school facilities, and use of substandard rooms.

Those students who are transported west of the Park will be integrated into the total population of the receiving school, and not retained in original class groupings from the sending schools.

The costs of transportation have not yet been estimated. Under the decree, transportation costs must be provided to students transferred west of the Park. In this case, it is proposed to furnish free school-controlled transportation for elementary school children, and, because of the unavailability of contract busses, to provide tickets or tokens for use on public transportation at the secondary level.

Summary of Transportation Plan

1. An estimate has already been made of the degree (in terms of pupil spaces available) of overcrowding and under-crowding in each school at all levels based on projected

III. September enrollments. Priorities have been established.  
(Attachment III B.)

2. Elementary schools west of the Park will be filled by transporting students from overcrowded schools east of the Park, integrating them into the populations of the schools, and providing the additional staff required. Priorities among overcrowded schools have been given to poverty area schools with double shifts and serious overcrowding.
3. Spaces in secondary schools west of the Park (to 110% of capacity) will be filled by voluntary transfer. Cost will be borne by the schools and the availability of such transfers will be readvertised and granted on a first request basis. All requests for transfers west of the Park which have been received to date will not be honored at this time but will be readvertised in order to allow an opportunity for parents who could not afford transportation to request transfer.

Recommendations:

1. That students who are transported west of Rock Creek Park be integrated into the total population of the receiving school.
2. That tickets or tokens be used for the transportation of secondary school pupils.
3. That buses be used for the transportation of elementary school children.
4. That priorities for transportation be given to the most seriously overcrowded schools in the lower socio-economic areas.
5. That bus attendants be provided at a ratio of 1 to 30.
6. That all new requests for transfers to schools west of the Park received to date be cancelled and that an announcement of available opportunities in terms of our priorities be issued.

July 24, 1967

MEMORANDUM FOR: Mr. Benjamin J. Henley

SUBJECT: Bussing of Students

During the past school term we had a contract with D. C. Transit Company to furnish busses to transport students from overcrowded schools to underpopulated schools. We used a total of eighteen (18) busses for this service.

The new contract for the next school term calls for twenty (20) busses. This contract was negotiated prior to Judge Skelly Wright's decree in the Hobson, et al Hansen and the D. C. Board of Education case.

Pending the implementation of the order, the court instructs the defendants to provide transportation to volunteering children from overcrowded schools east of Rock Creek Park to the underpopulated schools west of the Park.

Since Judge Wright's decree, contact was made with D. C. Transit to see if it would be possible to increase the number of busses to as many as forty (40) to meet our anticipated needs for the next school term.

The D. C. Transit Company, who submitted the only bid received, claims they cannot meet our demand for the forty (40) busses if it is expected that all forty (40) busses could be furnished and placed in service early enough to get the pupils to the receiving school by 9:00 a.m.

Plainly speaking they (D. C. Transit) hope to be able to furnish twenty-five (25) on schedule to get the pupils to the receiving school by 9:00 a.m. The other fifteen (15) could not be furnished until 9:00 a.m. which means pupils riding these fifteen (15) busses would not arrive at the receiving school until 10:00 or 10:15 a.m. If this meets with administration approval which in all probability will call for 4:00 p.m. dismissal, this also could be arranged with D. C. Transit.

Please keep this office appraised of the decision of the Administration in order that the best possible service may be had for our students in September 1967.

  
D'Arcy J. Lynch

Special Assistant to the Superintendent

cc: Mr. Reynolds  
Mr. Tyser



Possible Re-allocation of Space for Classroom Use as of Sept. 1967

<u>School</u>	<u>Present Use</u>	<u>Number Rooms</u>
Fillmore	Foreign Language Offices, Principal's Office	3
Hardy	Project #370, Auditorium, Principal's Office	3
Jackson	Public Health Nurses	1
Mann	Music and Visual Education	1
Murch	Remedial Teaching	1
Janney	Reading Consultant	1
Eaton	Reading Clinic	4
Key	Auditorium	<u>1</u>
TOTAL		15

Space Available, but Not Recommended for Use at this Time

Fillmore	Lunchroom	1
Hyde	Lunchroom, Physical Ed. Offices	3
Lafayette	Library	1
Stoddert	Library (Industrial Arts)	1
Stoddert	Lunchroom (Industrial Arts)	<u>1</u>
TOTAL		7





Over-Crowded Schools in Order of Priority for Bussing

<u>School</u>	<u>Number of Part-time Classes</u>	<u>Number of Pupils possible to be bussed</u>
1. Moten School	24	360
2. McGogney	12	180
3. Hendley	12	180
4. Draper	12	180
5. Turner	12	180
6. Green	6	90
7. Patterson	20	300 (church space available)
8. Congress Heights	4	60
9. Ketcham	4	60
10. Randle Highlands	2	30 (church)
11. Shadd	4	60
12. Davis	4	<u>60</u>
	TOTAL	1,740



New Seats Available West of Park

Re-allocation of space for classroom use (15 classrooms @ 30 pupils each) - 450 additional spaces are made available west of Rock Creek Park.

The spaces then available to children from east of Rock Creek Park, distributed as follows, amounts to - 962

Stoddert	56
Shepherd	20
Fillmore	95
Hardy	167
Jackson	126
Mann	62
Murch	80
Janney	65
Eaton	126
Hearst	30
Hyde	65
Key	35
Oyster	<u>35</u>
Total	962

Children enrolled from east of Rock Creek Park last year and having the option to stay:

Open Schools	172
Bolling Field	129
Bussed by D. C. Schools	<u>48</u>
Total	<u>349</u>

TOTAL NEW SEATS AVAILABLE 613



Space Available and Priorities West of Rock Creek Park

<u>School</u>	<u>Estimated number of vacancies to reach 110%</u>	<u>Anticipated total enrollment at 110%</u>
<u>Senior High</u>		
Western	141	1399
Wilson	186	1636
<u>Junior High</u>		
Deal	68	1191
Gordon	399	1000

Overcrowded schools in order of priority:

<u>Senior High</u>	<u>Junior High</u>
Dunbar	Douglass
McKinley	Hine
Ballou	Langley
Anacostia	Stuart
	Terrell
	Browne
	Hart
	Kramer
	Sousa
	Taft





#### IV. PRELIMINARY PLANNING IN REGARD TO FUTURE DESIGN AND LOCATION OF NEW SCHOOLS:

Although it is understood that design and location of schools are intimately related subjects, they will be treated separately in this report in order that specific issues might be more clearly distinguished.

##### Design

The recent approved 1969-74 school building construction program includes the following major design features:

1. provision for the new pupil/teacher ratios and individualized instruction adopted by the Board in April 1966.
2. provision of folding partitions to permit flexibility of space for variations in the instruction program. Large group as well as small group instruction space is planned.
3. provision of an Instruction Materials Center containing space for the preparation of instructional materials. This space is adjacent to the library, and is to be used by pupils as well as teachers.
4. provision of individual study carrels in the library.
5. provision of pre-installed conduits for closed circuit TV and other electronic installations.
6. provision of Skills Development Rooms for small group instruction and individual pupil use of a variety of teaching aids.
7. provision of Pre-kindergarten Classroom Suites for all buildings in the Impact Aid or Title I areas. The scope of work for other school projects carries the proviso that design shall permit future construction of a pre-kindergarten addition.
8. provision of air conditioning in all new schools and additions.
9. provision of Community Center facilities: the All-Purpose Room, the Multi-Purpose Room, at least one classroom, and the Multi-Service Center arranged in such a manner as to be convenient for community use after normal school hours.

##### Recommendations (Design)

1. The present building program through FY74 will provide 188 pre-kindergarten classrooms, with a capacity of 7520 pupils. At present, priority has been given to Impact Aid and Title I areas, and provision of these classrooms restricted to new buildings in those areas (see #7 above). The city-wide pupil projections indicate a pre-kindergarten population of 9300.

It is therefore recommended that pre-kindergartens be established as an integral part of the system-wide elementary program, and that the building program include these classrooms in all schools, with priority given to Impact Aid/Title I areas.

2. It is recommended that, to the extent possible, the design features outlined above be included in all major renovations of already existing buildings.

#### Location

Current planning of the location of new schools is based on the projected pupil populations of specified geographical areas of the city.

#### Recommendations (Location)

1. The final selection of a site--the specific property on which the construction will be performed--requires extensive dialogue with and within the immediate community. It is recommended that in the Spring of each year the Administration conduct a series of community meetings in each of the seven junior high school areas to discuss projected community needs and the most satisfactory sites to be considered in planning to meet those needs.
2. The question of the location of schools-- the general area in which types of schools will be built--is a problem closely connected with several of the problems discussed in other parts of this total report; e.g., pupil integration, pupil assignment, school organization. In the matter of school location, it is recommended that the following general problems be considered.

##### a. Rental Space

It is proposed that the FY 68 requests be amended to provide funds to rent space for the new pupil/teacher ratios. This rental space would be used pending the completion of permanent classroom space already programmed.

##### b. Housing

It is proposed that necessary legislation and administrative approvals be sought for the construction of housing physically associated with school buildings, or that relinquished school property be designated for the simultaneous construction of such replacement housing.

##### c. Central Skill Center

It is proposed that a new, centrally located plant be constructed to offer a total curriculum of courses difficult to provide in existing schools because of the small numbers

of pupils requesting such courses. Advanced and technical courses in all subject fields could be offered. The plant would also include a small theater, music hall, planetarium, greenhouse, library, and observatory. Pupils would be transported for these special classes, but would attend their home schools for the bulk of their school programs.

d. Educational Park

It is proposed that all aspects of this subject be conclusively studied, including its educational merit, the degree and value of the racial and economic integration achieved, maximum and minimum size, location, and construction priority to be accorded.

e. Educational Complex

It is proposed that the feasibility of both parks and complexes be examined through an experimental use of one or more of the already existing multiple plant complexes in the system:

- (1) Spingarn, Browne, Young, Phelps
- (2) McKinley, Langley, Emery
- (3) Dunbar, Armstrong, Washington, Terrell, Cooke, Perry, Simmons, Walker-Jones, Bundy
- (4) Roosevelt, Burdick, Sharpe, Macfarland, Powell, Raymond
- (5) Wilson, Deal, Janney, Murch
- (6) Western, Gordon, Hyde, Jackson, Fillmore

f. Magnet School

It is proposed that the schools planned in the Camp Simms area (adjacent to the D. C.--Prince Georges County line) be considered as potential magnet schools and that possible city-county relations be explored.





## V. PRELIMINARY PLANS FOR SUBSTANTIVE, COMPREHENSIVE COMPENSATORY EDUCATION

### Definition

The term "compensatory education" is used for programs of special and extra services intended to compensate for a complex of social, economic, and educational handicaps suffered by disadvantaged children. The report of the Civil Rights Commission, Racial Isolation in the Public Schools, distinguishes four major approaches:

1. Remedial instruction, including reduction of number of students per teacher, extra help to students during and after school, counseling, and special teaching materials in basic skills.
2. Cultural enrichment, a broadening of the horizons of these children through experiences both in school and in the community as a whole, to supplement the normal cultural experiences of children.
3. Attitudinal change, through programs, curricula, and changes in the school environment which attempt to overcome attitudes that inhibit learning, specifically a lack of self-esteem and negative and defeatist attitudes of both students and teachers.
4. Preschool education, especially training in verbal skills and cultural enrichment activities prior to the primary grades, but including the involvement of parents in the school program and in adult education programs directly related to the preschool program.

A compensatory education program must not be thought of as doing more, but rather as a recognition that the usual ways have failed to meet the needs of these disadvantaged children, and that there must therefore be a determined, planned effort to discover new, or at least different, ways of teaching them. Thus there is an interest in new technology, new curricula, new staffing and scheduling, and new facilities; but there is also the possibility of the rearrangement of content and materials, the alteration of attitudes, and different uses of time and money.

### Program Planning

The schools currently operate a wide range of compensatory education programs, some of which are broad in scope (e.g. teacher aides and intensified counseling), and others which are experimental or pilot in nature. The majority of these are funded from Impact Aid and Title I, and have been described for the Board in several recent reports and budget presentations.



Based on the areas of concern outlined in the Definition above and the experience gained in the past several years, it is clear that a major function of our general program is to establish priorities of program development.

We believe that the basic thrust of any program of compensatory education should be in pre-school and early childhood education. Until the effects of such concentrated effort have been felt, there is a need for continued but secondary emphasis on remedial as well as developmental instruction in the later grades.

Although compensatory instruction cannot be limited to a single subject area, it is necessary that, beginning in the pre-school program and continuing through secondary programs, the major emphasis be on language arts.

Cultural enrichment should continue to play an important part in all of these programs, but "culture" must be understood in the broadest possible sense of the word. Every child's life is filled with experiences; the goal of our compensatory education program must be to provide the child with the broadest possible range of experiences.

A final, and most essential, element of the entire program is the need for clearly and deliberately designed techniques of altering attitudes: the child's image of himself, the teacher's image of the child, and in many cases the teacher's image of himself.

#### Specific Programs

Within the broad outline of a general program of compensatory education, the field officers responsible for the various subject areas and special services throughout the school system have been surveyed concerning three major areas:

1. those programs currently operating which have clearly demonstrated successful compensatory education.
2. those programs recently undertaken which have evidence of exceptional potential.
3. those needs not yet met, and suggested, experimental or operational programs.

The descriptive material and recommendations submitted are extensive and comprehensive. This will certainly provide the necessary base on which to develop further programs, and from which a comprehensive plan can be described.

In summary form, these materials are concentrated in the following areas and priorities:

1. Classroom work

Strong programs in remedial and/or concentrated instruction, particularly in subject areas related to language arts and mathematics.

2. Teacher Development

In every area, the preparation and support of the classroom teacher--in both basic teaching skills and in new techniques--is of vital concern. Increased supervisory assistance, in-service training, teacher aides and assistants and specialized training in new techniques and materials are of proven value. A number of related pre-service programs such as MAT, National Teacher Corps, and Urban Teaching internships, have shown outstanding potential.

3. Content Enrichment

The enrichment of course content through curriculum revision and new or improved classroom and textbook materials, as well as the use of enriching resources within the community are essential and continuing concerns.

4. Supporting Services

In addition to classroom experiences, a number of our supporting services are considered necessary to the success of any compensatory education program. Among these are employment opportunities (including both job training and job placement), extensive counseling, clinical assistance (reading and speech) and efforts to meet pupils' needs in health, nutrition, and physical development.

## Resources

1. Educational Resource Center

Title III of ESEA recently provided funding for an exceptionally comprehensive resource center. Included in this center is the capacity to research and evaluate programs throughout the country, to obtain consultant services in the design and implementation of pilot programs, and to approach on a considerable scale, through workshops and substitute services, staff and teachers on a school and classroom level.

## 2. Model School Division

The Division has since its inception provided the capability of introducing new programs in small phases and under controlled conditions. It has always been intended, and should continue to be used, as a major resource area for the development of techniques and materials of compensatory education.

### Recommendations

We understand that a comprehensive program of compensatory education is a continuously developing one, and we believe that all staff levels--including the classroom teacher--as well as the community should be involved in the implementation and evaluation of programs.

We recommend, therefore, that the following areas receive major emphasis in such a continuing study:

1. the resources available to the Educational Resource Center as they apply to compensatory education.
2. clear and effective means of introducing on a broad scale the successful techniques and materials developed by the experimental elements of the system, in particular the Model School Division.
3. specific attention to the areas of language arts, cultural enrichment and positive attitude development at all levels.
4. the availability and distribution of funds for compensatory education--including the general budget as well as Impact Aid and Title I - to determine:
  - a. alternative methods of distributing funds over population areas and school levels.
  - b. the relation of Title III and other Federal funds to compensatory education programs.
5. the possible extension of pre-service and in-service training programs for the teachers and staff working in compensatory education, particularly in relation to those problems raised in implementing changes in the system.
6. other areas as developed by all levels of the staff, and the community.
7. other areas as developed from the report of the Columbia Study, in their relation to compensatory education.

Appendix V

A

Brief description of special programs being  
operated under federal funds, particularly Impact Aid and  
Title I.





### Current Policy

In our general educational program it has been the policy to distribute available facilities in the most equitable manner possible. Staffing ratios, for example, have applied as a standard throughout the city.

With the introduction of federal funds, first through Impact Aid, and subsequently through the Elementary and Secondary Education Act, we devised a scale of the schools based on the socio-economic level of the area served, following the Impact Aid and Title I guidelines which roughly equated this scale with the relative educational disadvantage of the students served.

Within the general program, prior to these federal funds, the establishment of lower pupil-teacher ratios and the provision of specially licensed teachers at these ratios, and more recently the request for teachers to individualize instruction, recognized the need for compensatory instruction throughout the system for educationally handicapped children.

The application of Impact Aid and Title I funds has reflected a policy of concentrating funds and services in those schools at the lower end of the socio-economic scale.



## Current Programs

What follows is a brief outline of the major programs of compensatory education currently in operation within the school system. All have previously been reported to the Board in more detail.

### PROGRAMS NOW ACTIVE IN THE MODEL SCHOOL DIVISION

#### Staff Development

In-service training with emphasis on strengthening the knowledges and skills of the teacher. These include training in the use of new materials as well as the support gained from consultants in using the materials in new teaching strategies.

#### Curriculum Improvement

The new methods employed attempt to arouse the curiosity of the children by building on their own experiences and thoughts. They provide variety and allow for individual differences in style and pace of learning.

#### Classroom Organization

The two new major patterns of classroom organization which have been used are Team Teaching and the Nongraded Primary and Intermediate Sequences. 99 teachers and 3,503 pupils were involved in utilizing these patterns at the end of the 1966-67 school year.

#### Cultural Enrichment

The intent of the project is to provide experiences which are varied, informative, enjoyable, and involving for the age levels of the audiences. The performances are planned in a progressive order and designed to enhance subject skills. They are excellent springboards for Language Arts and related activities.

#### Urban Teaching

This program was initially conceived as one to recruit and train returned Peace Corps Volunteers to teach in inner-city schools. It has broadened its recruitment policy to include able young people other than these.

## School Assistants

The MSD has experimented with several types of school assistants who may be defined as paid school employees who are not qualified teachers but who assist in the educational program of the school. These include preschool aides, counselor aides, librarian aides, Neighborhood Youth Corps aides, clerical aides, teacher aides under the Human Service Aide Project, health aides, technical aides and community school aides.

## Preschool

This is an extensive and innovative attempt to enrich the educational experiences of the three, four and five year old children of low income families. It was further designed to close the gap between the educational preparation of these children and the preparation of children from more advanced homes.

## Community School

The community school programs have developed out of the belief that the school is most effective when it allows its educational objectives to grow out of the needs and desires of the community and involves the total community itself in the implementation of these objectives. In addition to other programs listed above the community schools include the double barrel extended day program, the Harrison Camping Project and community school coordinators.

## SECONDARY SCHOOL PROGRAMS 1967-68

### Additional Staffing

Impact Aid funds have provided additional counselors in eligible schools to the extent that the ratio of pupils to counselor in these schools is now approximately 300:1. (Board ratio is 400:1.)

### Teacher Aides

Teacher aides and school assistants are provided in all Title I schools.

### Community Schools

Four community school programs will be open in September: two (Terrell and Miller) will be expansions of already operational programs; two (Hart and Douglass) will be new centers. These centers will be staffed in the afternoons and evenings to provide a wide range of educational services to all age and educational levels in the community, both at the junior high center and in satellite centers in the area. The specific programs offered in each of these centers will be determined by the community itself.

### Reading Incentive Seminars.

In each Title I school, 3-4 English teachers are being added to the faculty to supplement the work of the department. Several thousands of dollars are provided for paperbacks and other informal publications, cultural experiences, and a series of touring theatrical productions. With these resources the in-school program will concentrate on the "reluctant reader" in developing greater facility in the language arts.

### STAY

Title I provides a full-scale high school program on a "campus" basis in the afternoon and evenings for dropouts. The program includes a preschool training center for students and their children.

### Webster

Title I provides a continuous school program for girls who become pregnant prior to completion of high school.

## RECOMMENDED COMPENSATORY PROGRAMS:

### Language Arts Teachers

To every school with deprived children as a significant part of its population, appoint a language arts teacher.

### Pupil-Teacher Ratio

Immediately lower the pupil-teacher ratio in all schools for the deprived to a 25-1 maximum. If the program must be phased in, give priority to kindergarten and first grade classes.

### Pre-Schools

Find space for pre-schools even if in large efficiency apartments so that 3 and 4 year olds get an early chance at a richer, more challenging environment.

### Personal Contact

Use volunteers, teacher aids, Vista, National Teacher Corps, older students, to establish one to one contact with children who seem unmotivated to learn, or who make poor progress.

### Study halls

Open a study or homework class in every school from 3 to 4:30 p.m. with a paid teacher in charge.

### One Year Internship for New Teachers

Assign two or three new teachers to one teacher who has shown mastery in teaching deprived children. They learn techniques and attitudes on the job.

### Supervisory Ratio

Reduce the ratio of teachers to supervisors to 75-1 in deprived areas.

### In-Service Education

Direct the in-service program toward learning methods of diagnosis of difficulties, and individualization of instruction.





## ELEMENTARY SCHOOLS

### ADDITIONAL STATEMENT:

#### A Project to Enroll All Eligible Kindergarten Students

The prime objective of this Impact Aid Project was to enroll as many as possible of the children placed on waiting lists because of lack of space and teachers. Staff facilities, supporting services, supplies, and equipment were obtained, thereby eliminating waiting lists. Future budgets will also provide for enrollment of more kindergarten students as they are identified in order to keep waiting lists at a minimum.

#### Reduction of Class Size in First Grade

Through this project Impact Aid funds were provided to employ and assign additional teachers to help reduce the size of some of these classes, since general reduction in class size was not possible in every school due to lack of space.

#### Teacher Aides and School Assistants

The Teacher Aide Program was initiated to concentrate classroom assistance in support of teachers in the Title I Project area schools. Since children in these schools are most in need of personal attention, the provision of teacher aides and school assistants allows the teacher more time to give individualized instruction. Several types of aides have been provided. The program now offers services of 171 teacher aides and school assistants in all Title I schools to approximately 975 classes of kindergarten, severely mentally retarded, remedial reading, and some very large classes with over thirty-six children in all Title I schools.

#### Reading, Mathematics, and Classroom Assistance

In order to provide remedial help and more individualized instruction to students experiencing reading and math retardation problems, Title I funds were used to hire teacher aides to free the teachers of these remedial classes from routine duties. Eight master reading teachers and one mathematics teacher were also assigned to work with small groups of these students. Additional instructional materials and equipment were obtained as a part of this effort.





## Remedial Reading and Speech Clinic Personnel

Clinical Remedial Reading and Speech services were provided by Title I funds. A diagnostician plus additional reading staff and a speech therapy team were provided to serve the children identified for this project.

## Early Morning Physical Fitness and Breakfast Program

This program is planned to serve boys and girls who are handicapped by their home backgrounds and whose school records show a lack of interest, poor performance, and poor attendance. The program provides a physical education program which is attractive to these boys followed by a good breakfast. This program serves to change the image of the school and to attract, rather than to force, these young people to attend regularly and to pursue their school work seriously. Approximately 550 children were serviced during 1967.

## Pre-School Child and Parent Orientation Program

During 1967 this Title I program has enrolled about 900 students in 15 locations for 20 Saturdays. The purpose of the Pre-School Child and Parent Orientation Program is two fold. First: To ensure the enrollment in school, at the earliest possible age, of the younger brothers and sisters of those identified as having serious educational handicaps. Second: To provide a setting where parents will be able to observe their children in a classroom situation and will be able to have an opportunity to learn about the schools and how they can help their children.

## Expanded Language Arts Program

The Language Arts Program for educationally deprived children which began experimentally under a Ford Foundation grant is now conducted in 16 elementary schools of the District of Columbia. The purpose, essentially, is to teach standard English to those children who, in effect, speak an urban dialect.

## National Teacher Corps Project

The National Teacher Corps is a Federally sponsored Program which addresses itself to the problems of the urban poor, and problems unique to a large urban school system. The program approaches the problem of urban education by supplying teams composed of an experienced teacher, five new teachers, the curriculum associate from a university, and community agents. There were six teams servicing the Title I area during 1966-1967 with six team leaders and twenty-one interns.



## SUMMER PROJECTS:

### Regular Summer School Program

The regular summer school program provides for reading improvement at the elementary level for students at 3rd, 4th, 5th, and 6th grade levels who have been recommended by their teachers for remedial help. These classes, held in eighteen special centers, service children from every elementary school. There were approximately 4,600 children involved this year. This program is financed through the regular budget.

### Primary Summer School Program

Participants in this program are children who have been promoted from kindergarten to the junior primary grade; junior primary, first and second grade pupils who have been recommended for additional strengthening of subject skills. Special centers will service approximately 5,800 children. The program is funded under Impact Aid and Title I of the Elementary and Secondary Education Act. Its prime purpose is to teach or re-teach the reading skills. However, coupled with this is another very real aim to provide experiences which will motivate a desire within children to express their own ideas about the things they know; thus in consequence to improve verbal communication and set the stage for comprehension in reading.

### Head Start

This is the third year for D.C. Public School Head Start Program. The purpose of this program financed by Impact Aid and Title I funds is to provide compensatory experiences for pre-school children. The program includes a variety of aspects, such as, parent involvement, nutrition, health services, language development, and social experiences. Its goal is to bridge the gap between home and school and to prepare the child for entrance into the regular school program. Over 4,300 four and five year old children are now in attendance.

### 12.7 Reading Improvement Program

The purpose of this special summer remedial reading program is to give additional help in reading to older elementary school children who are leaving the elementary schools because of their age, yet still have reading problems and need additional assistance. This program is directed by the D.C. Public School Reading Clinic and financed by Impact Aid funds.



## PUPIL PERSONNEL SERVICES

### Program of Identification and Prevention of Potential Dropouts

Under Title I, Pupil Personnel Services has established a two-fold program of dropout prevention, within which they have identified the area of highest concentration of students with educational handicaps. In turn, they have identified individually 24,049 students within this area with the most severe educational disabilities and handicaps considered to lead to early school leaving.

#### Pupil Personnel Worker-Aide Teams

Thirty teams of workers and aides work closely with these identified students, especially in their home and community environment, to improve their self-image and to help them recognize their own worth. They assist these students in recognizing their potential, and making realistic plans for self-improvement.

These teams foster a suitable home-school-community relationship in order to secure the cooperative support and understanding in the home for the programs of the school. They provide continuous contact and follow-up of these students.

#### Pupil Personnel Clinical Teams

The Title I school area has been divided into five areas for the purpose of providing clinical assistance to the students served by the Worker-Aide teams. Each area is served by its own staff of psychologist, psychiatric social workers, and other supporting staff.





Appendix V

B

Reports of field officers evaluating specific programs.



WORK SCHOLARSHIP PROGRAM  
WEBSTER ADMINISTRATION ANNEX NO. 4  
10TH AND H STREETS, N.W.  
WASHINGTON, D.C. 20001

July 24, 1967

Memorandum to: Mr. Benjamin J. Henley, Acting Superintendent

Re: Work-Scholarship Program, D. C. Schools

1. Utilizing federal funds we have operated two programs for in-school youth to provide a work-education experience and encourage continuation in school.

a. Under-Sixteen Program (USP), for students under sixteen.

b. Neighborhood Youth Corps (NYC), for students age 16-21.

Students are assigned to jobs that provide a learning situation for developing varied skills.

2. Research done by Dr. Mildred Cooper shows the success of these programs.

3. This summer special attention has been given to projects designed specifically to provide intensive training for future employment. Two projects have been rated excellent.

a. Beautification Project - crews of boys working from plans drawn by landscape architects are landscaping school grounds.

b. Junior Primary Project - groups of girls serve as teachers in a one-to-one relationship with neighborhood children exposing them to a variety of primary school activities (art, music, phonics, field trips, group discussions).

4. Recommendations:

a. Continuation and expansion of programs described.

b. Development of new programs designed specifically to tie work experience with students' academic program and future employment.

c. Establishment of an Employment Service Office to provide for substantial expansion of work programs in schools through coordinated efforts of Federal, District and private agencies.

d. Consideration be given to placing work-training program in schools, excluding vocational, under "one umbrella."

  
Lucille L. Johnson  
Program Coordinator



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF PUPIL PERSONNEL SERVICES  
DIVISION OF GUIDANCE AND COUNSELING  
1411 K STREET, NORTHWEST  
WASHINGTON, D. C. 20005

SUPERVISING DIRECTOR

July 24, 1967

Memorandum To: Mr. Benjamin J. Henley  
Acting Superintendent of Schools

Re: Implementation of the Wright Decree

A. The Most Successful Program in Operation - Educational Placement Services:

This service will assist the educationally handicapped child because:

1. Students with special learning problems are referred to special reading classes, the Reading Clinic, or remedial reading classes.
2. Students with high intellectual potential are selected for placement in special programs or schools.
3. Students with physical or mental handicaps are referred to the Department of Vocational Rehabilitation.
4. Students are aided in selecting programs, high schools, and trades that will suit their needs best.

B. The Most Promising Program - Group Counseling:

This counseling technique is not widespread. However, in schools where it has been used counselors and students recommend the program highly. In this program counselors permit pupils in small groups to discuss freely various educational, vocational, or social problems selected by the students. The purpose of the group counseling program is to help students develop insight into some causes of problems and to initiate ways to resolve them. The cathartic benefit has been recognized even though problems were not actually resolved.

C. Needed Programs:

1. Counsel-Mobile

Because there are still many students and parents who do not receive adequate counseling services, the community would benefit greatly from the establishment of a mobile counseling office. This mobile unit, equipped with an effective, experienced counselor and printed materials, would travel from one area to another during hours convenient to community residents, providing educational and vocational information.

2. City-Wide Student Loan Fund

It seems there is a pressing need to establish a city-wide small loan program or a "petty cash" fund for senior high school students planning to enter college. Too many students are handicapped by a lack of small cash sums. This fund would cover fees for testing, admission applications, and college registration.

Submitted by:

*Julia Y. Mickling*  
Julia Y. Mickling  
Acting Supervising Director

JYF:hkb





PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF ENGLISH

ROSS ADMINISTRATION ANNEX NO. 1

1730 R STREET, NW

WASHINGTON, D. C. 20009

SUPERVISING DIRECTOR

July 24, 1967

RECEIVED  
JUL 24 11 43 AM '67  
SUPERINTENDENT

MEMORANDUM TO: Mr. Benjamin Henley

Subject: Recommendations for Substantial, Comprehensive  
Compensatory Education in English

1. Which programs in English have been most effective and successful?
  - a. The communications skills programs should be expanded, including those involving the communications laboratories for the improvement of listening, speaking, reading and writing skills. In others, teachers are especially prepared through a concentration upon language arts; in still others special guides and curricula are being prepared. A great deal of individual instruction is provided, including:
    - Programmed textbooks
    - Listening posts
    - Language masters
    - Study carrels and individual learning centers
  - b. The developmental reading program begun in junior high schools ten years ago should be rejuvenated and extended to include both elementary and high schools. The department of English has worked with a number of schools in isolated school wide reading programs (at Ballou, for example) and there is evidence that this concentrated approach, in all content areas, is successful. Intensive in-service education and supervision is necessary, as is provision for volunteers, tutors, internes, college and high school helpers, and teacher aides.
  - c. For a number of years this department has had a successful lay reader program for the improvement of writing skills. Additional personnel would facilitate the inclusion of many more students deficient in these skills.

2. Which programs have promise of success?
- a. The language arts program, K-3, should be expanded to include reading and should be extended to the upper elementary grades and to secondary schools.
  - b. Enrichment programs, like the following, should be found in every school, to provide for all students a rich assortment from which to choose:
    1. Humanities (correlated with history, music, and art)
    2. Reading incentive seminars (using many paperback books)
    3. Poetry seminars (with contests and publications)
    4. Creative writing
    5. Journalism (and school newspapers)
    6. Drama (for viewing and participation)
  - c. The urban language study should include all schools, since so many students need help with the oral language.
3. What suggestions do you have for new programs which you would like to implement?
- a. English and language arts, pre-school to pre-college, should be coordinated to provide continuity.
  - b. Areas of the city should work together, on all levels, with a coordinator (or key teacher) responsible in each school for the program in English and language arts. (The plan might approximate the Model School Division)
  - c. There must be provision for:  
released time to plan, in-service education, evaluation of current programs; study of methods for the individualization of instruction in English (including technological media).

I will be available to discuss these and other programs with you in detail, at your convenience.

*Charlotte K. Brooks*  
Charlotte K. Brooks (Mrs.)  
Supervising Director  
Department of English

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF HOME ECONOMICS  
THE WESTERN HIGH SCHOOL  
35TH AND R STREETS, N W  
WASHINGTON, D. C. 20007

SUPERVISING DIRECTOR

July 24, 1967

MEMORANDUM

To: Mr. Benjamin J. Henley  
From: Mrs. Marian B. Conaway  
Subject: Report of Home Economics Programs

Most effective program

Junior High School

The regular home economics program offered at the 7th and 8th grade level appears to be the most effective program this department has at present. These courses are required of all girls at this level. The courses are deemed successful for the following reasons:

1. The course outline can be adapted to school scheduling; thus, enabling the teacher to cover the content prescribed for these classes.
2. Reports from the office of the Statistician show continuous increase enrollment and low percentage of failures in these grades.

This represents the tangible evidence which this office can present, upon request.

Programs in process

At present, the junior high school course of study is in the process of being revised and I believe it has promise of being successful. First, the content of the course of study is based on the desires of pupils, parents, principals and teachers. The outline for the guide was developed as a result of a research study conducted by the department of home economics which obtained this information from a survey. Secondly, I believe many of the needs of students from deprived areas will be aided immediately. Thirdly, the curriculum is developed with suggested "Required" activities and "Enriched" activities. This gives



Mr. Benjamin J. Hanley

Mrs. Marian B. Conaway

the teacher a wide range with which to work and still allow students of varying abilities to gain the fundamental concepts outlined in the course of study.

#### Proposed program

I would like to propose a home economics program that would begin on the elementary level and continue through the Junior College and the Federal City College.

##### Elementary level - 3rd - 6th

Self-improvement program

##### Junior High level - 7th - 8th

Career Exploratory Program

##### Senior High level - 9th - 12th

Dual Purpose Program

Elective Program:

offered to develop skills which students desire for personal improvement.

Career Program:

offered to prepare students for jobs upon graduation from high school

##### Junior College Program

Managerial Preparation

offered to prepare students for managerial positions such as Food Services Supervisors and Assistant Directors of Day Care Centers.

##### Federal City College Program

Teacher Preparation

offered to prepare teachers of home economics for the junior high schools and to train teachers to teach the Career Program offered in the senior high schools and Managerial Program offered in Junior College.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, ATHLETICS AND SAFETY  
OFFICE IN HYDE ELEMENTARY SCHOOL  
33RD AND O STREETS, N.W.  
WASHINGTON 7, D. C.

OFFICE OF THE DIRECTOR

July 24, 1967

Memorandum To: Mr. Benjamin J. Henley, Acting Superintendent  
From: Mr. Wendall A. Parris, Director  
Subject: Boy's Physical Education Program

Every phase of the Boy's Physical Education Program can be measured in terms of success by the physical development of the boys, their participation in intramurals, varsity sports, club competition, and their performance record achieved in the AAHPER Physical Fitness Test.

The new Elementary Physical Education Program with a teacher of Physical Education assigned to each elementary school, should improve the program for boys from Grades K - 6. This will include instruction in Education for Leisure, intramural in all sports, Health Education, and instruction for the physically handicapped.

*Wendall A. Parris*  
Wendall A. Parris, Director  
fe.

WAP:res

Enclosure





Department of Health, Physical Education, Athletics and Safety  
Public Schools of the District of Columbia  
Washington, D. C.

Highlights of Boys' Health and Physical Education

January 1966 - January 1967

<u>DATE</u>	<u>ACTIVITY</u>
February 7, 1966	- *American Red Cross First Aid Instructors Course for teachers.
February 17	- *Venereal Disease Workshop for teachers - McKinley High School.
March 3	- Attended Joint AMA and Social Hygiene Society Venereal Disease Clinic.
March 3-4	- *Co-chairman DCAHP R - Tri-State Conference (Md., D.C., Delaware) at Howard University for Professional Membership.
March 10	- *Tumbling Workshop - McKinley High School for teachers.
April 22-24	- Attended Eastern District AAMPER - Atlantic City, New Jersey.
April 26	- *Podiatry Clinic for teachers - Spingarn.
April 28	- *Podiatry Clinic for teachers - Paul Jr. High.
May 9	- Departmental Program Display - Sharpe Health School
May 20	- Member Planning Committee - JPO for Operation Champ. Member Survey Team for Playground Light Installation - City Line.
May 21	- Attended Conference on Sex Education Behavior of Children in our schools - Wilson High School.
May 26	- West Division Section Junior High School Track Meet - 12 schools participating.
June 1	- East Division Section - Junior High Track Meet Coolidge High School - 12 schools participating.
June 5-8	- Attended President Elect Conference AAMPER at NEA Building.
June 29	- Planning for Physical Fitness Conference.

DATEEVENT

- July 28 - Planning for Physical Fitness Conference.
- August 31 - \*Orientation Workshop for New teachers.
- September 1 - \*Orientation Workshop for New teachers.
- September 10 - Men's Departmental Meeting - Roosevelt High School.
- October 12-14 - \*President's Council on Physical Fitness at Howard University.
- November 7 - Statement of Policy on Relationship of Required Physical Education to Interscholastic Sports, Intramurals, and Interschool Athletics.
- November 14 - \*American Red Cross Instructors Course for teachers- Roosevelt High School.
- November 15 - Represented Department at "Night of Inspiration" Eastern Branch of Boy's Club.
- December 1 - Member of Planning Committee for Basketball Sportsmanship Assemblies - Total students reached 20,000.
- January - \*Chairman, Winter Conference - DCAHPER at American University.
- Developed with other staff members the following new departmental forms:
- a. Temporary Teacher Questionnaire
  - b. Teacher Observation Forms
  - c. Evaluation Report to Principals for New Teachers
  - d. City-wide Summary of Physical Fitness Test Scores by Schools - Junior and Senior High

\* : denotes conferences, clinics, workshops, and meetings providing instruction.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, ATHLETICS AND SAFETY  
OFFICE IN HYDE ELEMENTARY SCHOOL  
33RD AND O STREETS, N.W.  
WASHINGTON 7, D. C.

OFFICE OF THE DIRECTOR

July 24, 1967

Memorandum To: Mr. Benjamin J. Henley, Acting Superintendent  
From: Mr. Wendall A. Parris, Director  
Subject: Suggested New Programs

- I. The Physiology of Readiness (An action program for the development perception for children.) The philosophy for this program is built on the following premises:
1. Academic performance in today's schools depends heavily upon form, symbol recognition and interpretation.
  2. There are perceptual skills which can be developed and trained.
  3. The development of perceptual skill is related to the level of coordination of the body system, therefore the better the coordination of the body parts and body systems, the better the prospects are for developing perception of forms and symbols.
  4. The child whose perceptual skills have been developed and extended, is the child who is free to profit from instruction and learn independently.
  5. The greater the degree of body coordination and perceptual skills, the better the capacity for making learning effective.
  6. The improvement of reading through developmental physical skill drills.

*Wendall A. Parris*  
Wendall A. Parris, Director

WAP:res



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, ATHLETICS AND SAFETY  
OFFICE IN HYDE ELEMENTARY SCHOOL  
33RD AND O STREETS, N.W.  
WASHINGTON 7, D. C.

OFFICE OF THE DIRECTOR

July 24, 1967

Memorandum To: Mr. Benjamin J. Henley, Acting Superintendent  
From: Mr. Wendall A. Parris, Director  
Subject: The Motor Pool Commercial Vehicle Driver Training Program

The Motor Pool Commercial Vehicle Driver Training Program consists of instruction in driving commercial vehicles such as trucks, light panel trucks, buses, three-wheel delivery motorcycles, trailers, including boat trailers, taxi cabs, and light equipment that is used in the building trade. The cooperating agencies would be:

1. Major William Pitts, Army Motor Pool Coordinator - Pentagon
2. Capitol Transit Company
3. Yellow Cab and other cab companies
4. District Government Motor Pool
5. U. S. Government Motor Pool
6. Local business firms

*Wendall A. Parris*  
Wendall A. Parris, Director  
(cc.)

WAP:res





PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, ATHLETICS AND SAFETY  
OFFICE IN HYDE ELEMENTARY SCHOOL  
33RD AND O STREETS, N.W.  
WASHINGTON 7, D. C.

OFFICE OF THE DIRECTOR

SL

July 24, 1967

Memorandum To: Benjamin J. Henley, Acting Superintendent

From : Bernice W. Wade, Supervising Director

I. Programs that can be extended and measured for success.

It is the desire of this department to establish the policy of separating Health Education from Physical Education in the District of Columbia Public Schools.

In September 1966, four junior high schools, Banneker, Garnet-Patterson, Shaw and Rabaut were pilot schools in this program.

In September 1967, Ballou High School will be the pilot high school in the program.

Cleveland and Van Ness Elementary Schools were pilot schools in expanding the health services and health instruction programs during 1966-67.

On the junior and senior high school levels, the Shaw-Troyer (Per and Post) Tests have been used in the pilot schools to measure the success of the program. These tests can be used in an expansion program.

On the elementary level, increased services needed are: dental, vision follow-up, nutrition information, podiatry screening and the additional services of the nurse and doctor.

There is need for an expansion of and guidance in the area of sex education on the elementary level.

There is need for the assignment of a full-time teacher of Health and Physical Education in each elementary school.

The ultimate objective is to separate Health Education from Physical Education in the District of Columbia Schools. It is the desire of this department to hire fully trained and certified health educators to teach these courses. It is recommended that of those physical education teachers now teaching, there be selected those best qualified by interest, training and judged competence to teach the course.

Letter to Mr. Henley continued  
Page 2  
July 24, 1967

These teachers should be freed of physical education responsibilities. This shift would be balanced, by having other teachers then freed to take on full physical education responsibilities, so that at this point a large number of additional teachers will not be required.

II. Projects now in operation which have promise of success.

1. American Association for Health, Physical Education and Recreation Physical Fitness Tests. (We believe this program of testing physical fitness on the fifth, seventh and tenth grade level has promise of success.

2. Health projects in the form of our pilot schools, where we have separated health education from physical education have met with success.

3. At Garnet-Patterson Junior High School, all of the health classes were mixed, boys and girls together. At the beginning of the year there was some giggling and self-consciousness, but this soon vanished. All of the teachers concerned believe that the mixed classes were very worthwhile and should be continued.

4. The physical education program for girls in the junior and senior high schools is a successful program. This success is measured by the physical tone of their bodies. We have stressed vigorous activities (including much running) for the girls.

III. Suggestions for new programs.

1. Separation of Health Education from Physical Education.

2. More education for leisure by providing individual sports, such as, golf, tennis, archery, swimming, bowling, etc. for all students. This will require additional personnel, monies and space.

3. A well-planned program of corrective activities for students unable to participate in the vigorous activity program. This will require additional personnel monies and space.

4. An expanded program of interscholastic activities for the girls who have acquired advanced skills in hockey, basketball, volleyball, and track and field. This will require additional personnel, monies and space.

Mrs. Bernice W. Wade  
Supervising Director  
Health and Physical Education

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
MODEL SCHOOL DIVISION  
CARDOZO PROJECT IN URBAN TEACHING  
CARDOZO HIGH SCHOOL  
13TH AND CLIFTON STREETS, N. W.  
WASHINGTON, D. C. 20009

24 July 1967

PRELIMINARY PLANS FOR SUBSTANTIVE COMPREHENSIVE  
COMPENSATORY EDUCATION

1. Cardozo Project in Urban Teaching has been operating for four years. In 1967-1968, C.P.U.T. will function in four teacher-training centers, two in the Model School Division and two in northeast Washington. Its demonstrated success in training people to teach, coupled with its very modest expansion has laid the groundwork for a consolidation of teacher-training for all new teachers to the system, recent liberal arts graduates and anyone else with B.A. degree, recent or not, who wishes to teach.

The comprehensive, intensive nature of the program is a working model that can be easily expanded to encompass neophytes and experienced teachers.

2. Experienced Teacher-Fellowships

Growing out of C.P.U.T., this is a pilot attempt to provide additional training for experienced teachers. Similar to the training sequence in C.P.U.T., Teacher-Fellows have a reduced load of classes; they familiarize themselves with current content and techniques, and they have the freedom to develop new instructional materials. After the semester of training, they return to their schools. For 1967-1968, this will be the only attempt by the D.C. schools to offer continuing, intensive training to experienced teachers. As a small attempt to revitalize classroom teaching, it deserves support and expansion.

3. Human Service Aide Program

In cooperation with The Institute for Youth Services, the Cardozo Project operated a work-study program training 28 seniors as teacher and health aides. The success of that program in retention, motivation, and employment of these seniors indicates the need for more of the same. On-the-job experience was related to a curriculum that was developed by teachers involved in the program. There was a wholeness, an integrity to the program that is sadly missing from many work-study efforts.

In 1967-1968, the program will be part of the regular work-study programs at Cardozo. What is unfortunate is that it will be confined to Health Aides, and it will enroll only twenty seniors.

This type of program calls for much more support in future years.



Some Suggested Programs:

- A. Teacher councils at each school to plan for curricular change
- B. More tutoring and instruction of elementary students by high school students, both paid and voluntary, within a school district.
- C. A close examination by teacher committees of all curriculum to plan for the actual incorporation of multi-ethnic materials into lessons and units.
- D. A program of home-school visitation by teachers in each building. Intensive orientation for this by appropriate personnel, time set aside for teachers to do it. The purpose is to build systematically parental interest in the total school program.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
THE READING CLINIC  
ELEMENTARY AND SECONDARY SCHOOLS  
3RD FLOOR OF JOHN EATON SCHOOL  
34TH AND LOWELL STREETS, N. W.  
WASHINGTON, D. C. 20008

July 21, 1967

OFFICE OF SUPERVISING DIRECTOR

MEMORANDUM

To: Mr. Benjamin Henley  
Acting Superintendent of Schools

From: Mrs. Kay W. Lumley  
Supervising Director

Subject: Reading Clinic Recommendations to Implement  
the Wright Decree

I. CURRENT PROGRAMS TO BE EXTENDED:

1. Teacher training conducted by reading clinic staff members in individual schools and by areas.
2. Remedial (compensatory) teaching in Reading Centers following diagnosis or screening to determine needs.
3. Teaching students in "skills groups" by staff of Reading Improvement Program, and follow up with teachers to improve reading instruction in the classrooms. Students with similar needs go from the classroom in groups to the reading center which serves as a skills center.
4. Pre-school and kindergarten screening of students to determine ways to build readiness for reading.

II. PROMISING PROJECTS RECOMMENDED FOR EXTENSION:

The following projects involving a variety of instructional materials and approaches to reading instruction have been effective in the experimental phase. It is recommended that they be extended to include additional schools in areas of the city where they have not yet been used. This is a very brief listing of only a small number of the experimental programs which are currently in operation. Additional information will be provided upon request.

- (1) Programmed Reading Instruction
- (2) Audio visual media-(tapes, etc.)
- (3) Words In Color
- (4) Unifon
- (5) Use of selected reading machines
- (6) Individualized Reading Instruction
- and (7) A multi-faceted program using a combination



of instructional materials and equipment.(8)The use of portable typewriters has been found very effective for the creative approach to teaching reading.(9)It is highly recommended that the language approach to teaching reading be expanded to the regular classroom reading program- ex., Van Allen's program and Sounds and Patterns of Language.(10) Linguistic Readers.

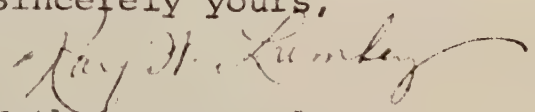
III. SUGGESTIONS FOR NEW PROGRAMS :

1. Professional development for teachers- in service, workshops, courses and other opportunities. PLANNED ON A LARGE SCALE!
  - a. Cooperative planning with local universities
  - b. Instructional t-v.
  - c. Intern program to develop classroom teachers to serve as reading resource teachers for each school- elementary and secondary
2. The Reading Clinic and the Language Arts Department are cooperatively planning a program to meet the needs of individual students in primary grades of selected schools.
3. Initiate a program to meet the needs of students with specific learning disabilities. A project is currently being prepared to involve student teachers from local universities. The student teacher will work with reading clinic staff members who will serve as the master teacher. A variety of approaches will be used. Orientation and coordination will be provided by the Reading Clinic.

Except where specific grades are mentioned the above suggestions are made for the secondary and elementary grades.

I will be pleased to discuss these plans and any other services which the staff of the Reading Clinic can provide at your convenience. We pledge full support to improve instructional opportunities for children and an improved climate for learning.

Sincerely yours,

  
Kathryn W. Lumley  
Supervising Director

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF MATHEMATICS  
ROSS ADMINISTRATION ANNEX NO. 1  
1730 R STREET, NW  
WASHINGTON, D. C. 20009

SUPERVISING DIRECTOR

July 24, 1967

Mr. Benjamin J. Henley  
Acting Superintendent of Schools  
Franklin Administration Building  
13th & K Street, N. W.  
Washington, D. C. 20005

Dear Mr. Henley:

With regard to your request for information related to item 1.e of Mrs. Allen's motion, the following statement summarizes some major areas of our "plans for substantive, comprehensive, compensatory education".

I. SUCCESSFUL PROGRAMS THAT SHOULD BE EXPANDED

A. MSG PROGRAM FOR PRIMARY GRADES

1. Description - The School Mathematics Study Group has devoted its attention to a primary mathematics program suitable for disadvantaged youngsters. It has been tried successfully with such students in Appalachia and several large cities. The District schools had several classes using the material during its initial development.
2. Status - The text materials were recently placed on the approved textbook list. This department has arranged for sufficient texts for kindergarten and first grade classes in five model schools for the coming year.
3. Projection - This program should be widely extended as soon as possible. This is contingent on two factors (a. purchase of texts) and (b. the necessary in-service training of teachers.) This latter might be accomplished concurrently with the teaching.

B. USE OF HAND CALCULATORS IN THE INTERMEDIATE GRADES

1. Description - Starting in 1959 a slowly expanding program using hand calculators as an aid to teaching mathematics in the intermediate grades has been implemented. These devices increase pupil motivation and offer an excellent means for teaching place value concepts and a better understanding of the usual algorithms.
2. Status - At present sixty (60) hand calculators are in use in schools under Title I, ESEA, forty-two (42) are in other schools.

They are now used in the ratio of 6 machines per class of thirty on a rotational basis of nine weeks per school.

3. Projection - The expansion of this program to affect more pupils and over a greater period of time is highly desirable.

## II. PROGRAMS IN INITIAL STAGES WHICH SHOW PROMISE

### A. COMPUTER ORIENTED MATHEMATICS

1. Description - A program using a demonstration type computer will be initiated in several schools in September 1967. The enthusiastic response of teachers in the training sessions indicates that this program will have excellent motivational effects on students. Plans call for its use with 9th grade General Mathematics classes, Applied Mathematics classes and Fundamentals of Arithmetic classes.
2. Status - One computer purchased with NDEA funds is available. As now planned it will be used for a period of three weeks in twelve (12) different secondary schools during the coming year. Teachers have received training and a course of study has been prepared.
3. Projection - Our experiences to date point toward an expansion of the program so that more pupils may have the opportunity for this experience.

### B. MATHEMATICS LABORATORIES

1. Description - A specially designed classroom with mathematical chalkboards, special student desks, various projectors and a variety of teaching aids and manipulative devices is called a mathematics laboratory. It affords the teacher the facilities for making mathematics more meaningful and more interesting.
2. Status - At present fifteen (15) of forty-five (45) secondary schools have one or more mathematics laboratories. Four are scheduled to be equipped during the coming year. These laboratories are considered standard mathematics classrooms in new buildings.
3. Projection - A more rapid conversion of classrooms to mathematics laboratories in non-equipped buildings is desirable. An expanded program of teacher training to guarantee the maximum potential use of such facilities is also a necessity.

### C. TWO YEAR ALGEBRA CLASSES

1. Description - There is a considerable demand for elementary algebra among students with limited mathematical background. A two-year experimental course has been started in a few schools to meet this need.



2. Status - Approximately ten such classes will be available during the coming year.
3. Projection - The expansion of this program is recommended but with some reasonable reference to the aptitude of the students involved. Expansion is dependent upon the acquisition of appropriate texts now available.

### III. BROAD PERSPECTIVE

In addition to the specific projects mentioned above, two broad areas need continuous attention.

- A. Periodic revision or rewriting of course of study guides is required. (A few existing official courses of study date back to 1946.) Progress is limited because competent personnel cannot be freed to pursue this task.
- B. A vigorous in-service program for teachers at all levels is essential. Few teachers have training oriented toward teaching the disadvantaged. Anticipated changes toward more heterogeneous grouping will aggravate the already existing problem of individual differences for many secondary teachers. In light of this, administrative provisions to facilitate teacher participation in in-service programs would be most helpful.

*Emma M. Lewis*

Emma M. Lewis  
Supervising Director  
Department of Mathematics

EML/hlc



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF ART

WORMLEY ADMINISTRATION ANNEX No. 6

PROSPECT STREET BETWEEN 33RD AND 34TH, N.W.

WASHINGTON 7, D. C.

SUPERVISING DIRECTOR

JUL 24 2 31 PM '67

July 24, 1967

Memorandum to Mr. Benjamin J. Henley  
Acting Superintendent

Art Programs

The successful programs in the Art Department for the school year 1966-1967 were:

High School level:

A new approach of teaching art appreciation in conjunction with the workshop program given at the National Gallery of Art during the summer of 1966. Miss Helen L. Pettis, art teacher at Eastern High School conducted this program.

McKinley High School has a team teaching program conducted by Mrs. Margaret Stevenson and Mr. Sam Gilliam, Jr. developing a new approach to art appreciation. Students were involved in various forms of "avant garde" techniques of art expression.

Woodrow Wilson High School art teacher, Mrs. Juliette W. Burr experimented with a team teaching approach that involves the correlation of history, English and music.

Elementary level:

Mrs. Mildred L. Fox is chairman of public relations for the department in relation to school and community art exhibits.

Teacher-training workshops are conducted by educational specialist, Mrs. Marie B. Williams for all temporary and probationary elementary art teachers.



Promising programs:

Scheduling elementary art teachers to one or two schools in order to provide a quality program rather than a quantity program for all elementary pupils. Updating and revising the art curriculum to meet the needs of the pupils in each community.

Assigning an elementary art teacher as chairman of public relation for intra-school, city and community art exhibits.

New Programs:

To initiate, plan, and carry out an enrichment program for all students that would involve art, music, drama, language arts, dance, and literature. Art would be interwoven into other subject matter fields.

For pupils who show interest in working with their hands we plan a creative handicraft program related to teaching the three R's.

New Art Appreciation folder consisting of prints and photographs of selected works of art done by old masters and contemporary artists. This folder will be available and is to be used by all public school students.

Planned program of visits for all students to studios of contemporary artists in the community. The department will need buses for the city-wide trips connected with the enrichment programs.

Marie B. Williams  
Art Educational Specialist

James W. Jones  
Supervising Director

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
TWINING ADMINISTRATION ANNEX NO. 8  
3RD BETWEEN N AND O STREETS, N. W.  
WASHINGTON, D. C. 20001

DIRECTOR  
WASHINGTON, D. C. GREAT CITIES GRAY-AREAS PROJECT

July 24, 1967

Memorandum to: Mr. Benjamin J. Henley  
Acting Superintendent

Subject: Statement on Compensatory Education,  
Office of the Language Arts Program

I. Effectiveness of the Language Arts Program

A. The conclusions noted in the research on the program conducted by Education Research Project of George Washington University (November, 1965) indicates the following:

1. "The Language Arts Program appears to be an effective way of helping culturally deprived children increase their language skills and learn to use standard English with Greater Accuracy"
2. "It should be continued and intensified"
3. "Instead of one extra teacher, there should be two or more"
4. "An expanded Language Arts Program should be an excellent investment and it is recommended that it be given high priority"
5. "There should be a pre-kindergarten program for these children starting at the earliest possible age and stressing the types of experiences offered in the Language Arts Program"

B. The report to the Superintendent and Members of the Board of Education from the Director of the Language Arts Program dated April, 1967, provides further supportive subjective evidence for expanding the program along with supportive testimonials from both professional and non-professionals who have observed at first hand, the way in which the program operates and serves children.

C. The subjective evaluation by Dr. Charles Smith, Dr. Julia Haven and other specialists from the U. S. Office of Education, as well as similar evaluations and verbal reactions by two evaluators of special programs from the Office of the Secretary of Health, Education and Welfare, (Mrs. Pearl Peerboom and Mr. James Posner), offer further support for expanding the program.

D. Evaluations by the principals of Schools in the Language Arts Program, in an evaluation of all special programs conducted by the Office of Research, Budget and Legislation, give Language Arts a top priority in terms of its services to more than 11,400 pupils by 21 special teachers.

11. Projects which show promise of success

A. Continuing experimentation with the Urban Language Study Program of the Center for Applied Linguistics in which

sample lessons related to the appropriate use of standard English are being tried and evaluated in selected elementary and secondary schools

- B. Further experimentation with Project 390, the pilot study in which radio is being used to build listening, speaking and writing skills and develop critical thinking and comprehension skills
- C. Workshop planned for 30 primary teachers in Project 370 schools scheduled for October, 1967
- D. Workshops to be planned and conducted in cooperation with the Department of Supervision in the fall of 1967 for approximately 50 teachers of children with learning disabilities including teachers of handicapped children
- E. Series of in-service training sessions for selected key teachers from schools in the Language Arts Program related to acquainting teachers with and developing further teacher competence in the use of the new technology:
  - 1. Use of Language Master
  - 2. Use of Listening Stations
- F. Coordinated in-service training programs related to various phases of language arts for teachers citywide, planned in close cooperation with the Reading Clinic and the Department of Supervision and sharing the expertise of outstanding national consultants

- G. Publication by the Curriculum Department in the fall of 1967, of a revised edition of the Handbook for Teachers and Officers Who Work in Gray Areas developed by the Director of the Language Arts Program (This guide which suggests principles for developing positive attitudes toward children and teachers, has been recognized as being effective by Mr. Stanley Jacobson of the Washington School of Psychiatry and by representatives of many school systems and teacher training institutions in other parts of the country)
- H. Publication to be released in the fall of 1967, of a curriculum resource bulletin in language arts based on techniques and the use of new instructional materials and equipment developed in the Language Arts Program and structured in the form of specific skills to be taught and learned, and complete sample lessons for teaching them
- I. In-service program for the special language arts staff related to writing behavioral objectives, an activity growing out of the Seminar on Technology in Education conducted at Catholic University during the summer of 1967
- J. Continuation of the Language Arts Summer Program which set the stage for successive programs for children from



primary and pre-school groups and led to the submission of a detailed paper suggesting a change in the District's Compulsory School Attendance Laws

III. Suggestions for extension of the Language Arts Program

- A. Phase the complete Language Arts package into the many schools where principals have deliberately requested this compensatory service for children at the rate of five (5) schools per semester until all schools desiring the service as well as those which need it have been accomodated
- B. Experiment with extending the program into the intermediate grades in five schools to fulfil some of the numerous requests from principals for this additional service for children
- C. Provide an aide (high school graduate or other) to work with each language arts teacher compounding her effectiveness in the use of new techniques and new instructional equipment





PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
Department of History

JUL 27 11:11 AM '77

Board of Education- Requested Report

Section (e)

(Preliminary plans for substantive, comprehensive compensatory education)

- (1) Existing programs that have proved to be worthwhile, valuable and/or educationally sound and should be continued or expanded -

(a) Courthouse Visitation Program

A four year old program for every high school senior enrolled in the required one semester American Government course. Among the many benefits derived are:

- \* complete tour of the District Courthouse
- \* briefing by U. S. Marshal and a Metropolitan police officer assigned
- \* visit to a cell block, etc.
- \* two hour or more observance of a real trial
- \* follow-up visit to each classroom by a practicing lawyer- results of trial, legal procedures, etc. discussed

(b) Demonstration Trials Program

Mock or demonstration trials are given as assembly programs in as many senior and vocational high schools as are possible during the school year. (Two year old program)

- \* lawyers and students participate
- \* the offense is committed before the students during the assembly
- \* the complete trial including a question and answer period take place during the one hour period
- \* this program has proved to be extremely popular, highly enjoyable and of great educational value.

(c) Bill of Rights Program

A classroom instructional program by lawyers in the community, emphasizing the rights and responsibilities of all citizens under the first ten amendments to the Constitution. Through the courtesy of Sears, Roebuck and Company a student's handbook and teacher's guide have been provided for every student and teacher involved.

(2) Programs contemplated or already underway that seem to indicate success or merit consideration -

(a) Use of Resource Bulletin: The Negro in American History

Issued in 1964. Has met tremendous success as a publication. Many hundreds of copies sold to institutions, colleges, school systems, correction institutions, individuals. Designed to be used by every teacher of American history, not separately but simultaneously in the teaching of our country's history. A strong policy statement is needed from the administration or the Board to encourage and/or require its use by all teachers of American history on all levels.

(b) Smithsonian Institution Program

The writing and use of scripts (to be used by visiting teachers and students) correlating our eighth grade course of study in American history with the exhibits and other offerings of the Smithsonian. A much needed and worthwhile program. Immediate needs - more funds and positive direction.

(c) Washington - A World Community

Use of nationals from the embassies and UNICEF materials to bring to our children in their classrooms, especially on the elementary level, direct, first hand experiences with the people and culture of other countries.

(3) Proposed new programs (what could or should be done)

(a) Establish a one semester required course (10th grade) in Consumer Economics for all students (especially in the vocational high schools)

(b) Greater interchange between the students in the suburbs and the students of the District of Columbia. One possibility might be to have civics classes in both areas use the material developed on "The City" at the same time. Once a week the classes could meet together - perhaps for a morning or afternoon - and exchange ideas, experiences, etc. The teachers involved could meet together before the course begins and periodically if necessary. Shared field trips could provide meaningful educational and social experiences. The collaboration

between the Department of History and the Potomac School this summer provides a very encouraging beginning. Perhaps other private schools and hopefully also the public school systems of our adjacent counties in Maryland and Virginia might be both receptive and enthusiastic to this program.

- (c) Although some things are "better caught than taught" we still feel that educationally our system should address itself to developing guidelines and curriculum materials that would help to impart to all of our students in an organized, systematic way:

- \* "attitudes" (appropriate and acceptable)
- \* "values" (a proper sense of).



Appendix V

C

Directory of compensatory education programs  
in other areas of the country.



## ARIZONA

### Tucson

1. The Safford Exploratory Program is a junior high school project aimed at promoting the self-awareness and self-respect of minority group students through helping them to take pride in their dual heritage and by extending their in-school and out-of-school experience to extend their concept of community and their place in it.

Date begun: September 1962

Target population: Five hundred pupils in grades 7 and 8 of one junior high school serving a low socio-economic status area of Mexican-American and Negro families.

Per pupil cost: \$875

Sponsoring group: Local school district.

Staff: Eight Classroom teachers (working in two teams), full-time caseworkers secretary.

Services: Team approach at grade level, one team to each grade with four-hour block of time devoted to group work permitting flexibility of scheduling large and small group instruction and field trips; extensive use of speakers, demonstrations, field trips, films, and so forth; specially devised instructional materials and curriculum; parent involvement through home visits.

Contact person:

Thomas L. Lee, Deputy Superintendent  
Board of Education  
1010 East Tenth Street  
Tucson, Arizona

2. A Junior High School Pilot Program in teaching English as a Second Language is designed to provide remedial English instruction, based on linguistic theory and methodology as well as on theories involving the culturally disadvantaged, to a group of children from Spanish-speaking homes.

Date Begun: September 1963 (pilot group 1962-64)

Target population: Currently, 100 children in grades 7 and 8 in a junior high school serving a relatively low socio-economic status largely Mexican-American population. Pupils chosen on basis of teacher evaluation that they have greater capacity than test results indicate.

Per pupil costs: \$810

Sponsoring group: Local school district.

Staff: Four classroom teachers with part-time consultative help.

Services: Special academic program with extra period of language arts; use of special equipment such as tape recorders, special approaches such as linguistic analysis, and specially developed teaching materials.

Contact person:

Thomas L. Lee, Deputy Superintendent  
Board of Education  
1010 East Tenth Street  
Tucson, Arizona

Evaluation: Pilot Study (1962 - 64) evaluated.

## CALIFORNIA

### Berkeley

1. The Berkeley City Unified School District Pilot Project in Compensatory Education is designed to reach children at the earliest possible age in school and so enrich their experiences as to prepare them for success in the first grade.

Date begun: February 1964

Target Population: Five hundred and seventy-one children in kindergarten classes of five schools, Negro, Caucasian, and Oriental lower socio-economic status pupils who remain in enriched program through first grade.

Per pupil costs: \$63

Sponsoring group: State of California through McAteer Act and local school district.

Staff: Twelve regular kindergarten teachers, four additional resource kindergarten teachers.

Services: Reduced pupil-teacher ratio to allow for small group work; field trips and other cultural enrichment activities; parent conferences and workshops, and additional parental involvement through field trips and helping the teachers.

Contact person:

Neil V. Sullivan, Superintendent  
Berkeley Unified School District  
1414 Walnut Street  
Berkeley, California

## Berkeley

2. School Resource Volunteers, Inc., is a program designed to make use of the community's human resources to enrich the educational program, supplement the work of the classroom teacher, and improve school-community relations. All volunteers work under professional supervision.

Date begun: 1960

Target population: Volunteers are supplied on the basis of teacher requests (in classrooms throughout the school districts). The majority of volunteers fill requests in schools with a high proportion of Negro students.

Per pupil costs: Not determined.

Sponsoring group: School district

Staff: Some 550 volunteers, administrative personnel.

Services: Variety of services as needed by teachers, including general classroom assistance individual and group work with children; after school assistance in study centers and clubs; volunteers also serve as guest speakers, entertainers, or both.

Contact Person:

Mrs. Vilet Smith  
1222 University Avenue  
Berkeley, California

Evaluation: Informal--teacher requests for volunteers exceed supply.

## Contra Costa County

The Rodeo-McAteer Pilot Program seeks to examine the feelings, attitudes, and behavior of the "educationally discouraged child" and to adapt teaching methods and curriculum materials in order to improve the students achievement as well as to increase the student's feeling of self-worth through guidance and counseling.

Date begun: September 1963

Target population: Eighteen seventh-graders who have had difficulty in school learning and 18 first-graders identified in kindergarten as not being ready for the usual first grade program.

Per pupil costs: \$680 (not including testing and observation)



Sponsoring group: State of California through McAteer Act, County Librarian, shop teacher.

Services: Special guidance help; special curriculum help, modified academic program with extensive study trips, team teaching, shop-crafts program for older children; cooperative teacher effort in program development; special testing for experimental groups; parental contacts and investigation of family status; modification of kindergarten program on the basis of needs observed in first grade group; project based on extensive past program of studies, surveys, and experimental activities.

Contact Person:

Mary Ellen Maton, Guidance Consultant  
Department of Education  
Contra Costa County  
75 Santa Barbara Road  
Pleasant Hill, California

Fresno

The Compensatory Education Program for Fresno was a multiphase program for students from preschool to high school which utilized a considerable amount of intraproject mutual help.

Date begun: October 1963

Target population: About 2,015 predominantly Negro pupils in the Fresno schools, including 50 preschoolers in two classes, 1,640 pupils in grades K-6 in six elementary schools, and 375 pupils grades 7-12 in one junior and one senior high school in a center-city area.

Sponsoring group: State of California through McAteer Act and local school district.

Staff: Coordinator, guidance, counselor, teacher education specialists, student teachers, preschool nursery teachers, psychologist, home visitor, nurse, college students, and other volunteers, reading adjustment teacher.

Services: Preschool program for three and four-year-old, including daily health inspection, with parent participation one morning and one evening each week; two preschools on junior high campuses with under-achieving second- and third-graders, and extended day language arts program for second-graders at one elementary school; fifth and sixth-graders used as tutors; after-school study centers staffed with teachers and sociology students from local colleges; drama students act plays in study centers; high school study centers include "jazz" room for music appreciation, typing room and so forth; extensive program of field trips,

including field trips to libraries for elementary pupils having good attendance; split session in elementary schools to permit smaller reading groups; nongraded English program in high school with language laboratory facilities, high school linguistics course, and course in Negro literature; extensive involvement of local state college students and local citizens in study trips, dinners, outings, "Big Brother" program, and so forth; evening counseling for parents; home visits; concentrated program of in-service teacher training.

Contact Person:

Arthur Carlson  
Director of Program  
305 East Belgravia  
Fresno, California

Evaluation: Final report completed and available: Pilot Project in Compensatory Education. Fresno City School District, June 4, 1965.

Kings County

The Kings County Supplementary Experience Program is a wide-ranging compensatory project designed to develop a better understanding of the problems of disadvantaged students among the faculty and the community, to develop appropriate learning experiences for these students and improve students self-concept, and to involve student teachers and so develop future resources for dealing with these students. (This project includes: Central Union Elementary School District, Corcoran Unified School District, Hanford Elementary School District, Lemoore Union Elementary School District, Strafford Union Elementary School District.)

Date begun: September 1963

Target population: two hundred and seventy pupils in nine elementary schools, 220 in grades K-3, 6 in grade 4, and 34 in grade 7, all from indigent or lower socio-economic status families, 60% of whom are Mexican American, 20% Negro.

Per pupil costs: \$44

Sponsoring group: State of California through McAteer Act and local school district.

Staff: Fifteen classroom teachers, guidance counselor, curriculum coordinator, principals, college sociologist, college education teacher, attendance officer.

Services: Weekly teacher in-service training; use of student teachers from local state college to supplement classroom teacher and so provide for individual and small group learning experiences which encourage language development; use of social welfare students to make home visits and develop project-student social histories; after-school enrichment activities; provision of special experience, field trips, discussions, special language arts activities, for project children.

Contact person: Robert Bair  
Kings County Court House  
Hanford, California

N.B. Program expanded into nine school districts during 1966 with the aid of federal ESEA funds.

## Los Angeles

1. The Supplementary Teaching Program is a seven-part project covering grades K-12 with a variety of activities designed to improve the attitudes toward and the performance in their academic work, as well as to involve parents in the school goals.

Date begun: September 1963

Target population: 843 children in grades K-6, 907 children in grades 7-9, and 814 pupils in grades 10-12 in 28 schools, and 298 adults.

Per pupil cost: \$23

Sponsoring Group: State of California through McAteer Act and local school district.

Staff: classroom teachers, reading coordinators, and consultant, student teacher aides, counselors, school-community workers.

Services: In six elementary schools 20 hours per week supplementary teaching time after regular school day for remedial reading, arithmetic improvement, added use of library, individual tutoring, and supervision of homework; use of student aides to assist teachers; coordinated parent education project to enlist parent cooperation in promoting school goals. On secondary level, in-service teacher training; in five schools, reading rooms providing basic reading course for most disadvantaged readers, and reading improvement classes for pupils at least 1-1/2 grades below placement in reading; after-school library with study



assistance; evening parental counseling; Child Observation Project involving parents and children in one 3-hour class per week of parent observation and discussion of nursery program for preschoolers; school-community workers to provide new student orientation and to make contact with families new to area.

Contact person: George McMullen, Director  
Los Angeles Unified School District  
Los Angeles City Board of Education  
450 North Grand Avenue  
Los Angeles, California

Evaluation: completed and available for 1964-65

2. The Saturday School provides a variety of supplementary educational, recreational, and enrichment activities for children in disadvantaged neighborhoods.

Date begun: September 1964

Target population: 1200 pupils in 21 schools for classroom instruction; 4500 other pupils using recreational and library facilities.

Per Pupil Cost: not determined

Sponsoring group: United States Office of Economic Opportunity and local school district.

Staff: 84 teachers, playground directors, other school staff.

Services: Concentrated instruction in reading, arithmetic, language arts, use of library and homework concepts; special activity programs; playground and library activities; bus trips to cultural events; playgrounds and libraries open to children not in academic program.

Contact person: Harry Nandler  
Research and Development  
Los Angeles City Board of Education

3. The Student Achievement Center Program offers concentrated remedial work in various academic areas in order to help disadvantaged secondary school pupils achieve success, as well as attempting to involve the parents in school goals.

Date begun: September 1964

Target population: 1000 disadvantaged pupils at four junior and three senior high schools.

Per pupil costs: not determined.

Sponsoring group: OEO and local school district.

Staff: four teachers, counselor, school-community coordinator at each of seven centers.

Services: Special rooms with specialized resources for remedial work in communications skills, social studies, and mathematics for pupils at each of six secondary school grade levels; counselors to work with able as well as disadvantaged pupils; school-community coordinator to provide liaison between school, parents, and community.

Contact person: Harry Nandler, Director  
Research and Development  
Los Angeles City Board of Education



Appendix V

D

The "More Effective Schools" Program

(Copies of this program, prepared by the American Federation of Teachers, have already been furnished to members of the Board.)



VI. PLANS FOR ESTABLISHMENT OF NEW ZONES TO REPLACE ABANDONED OPTIONAL ZONES

All optional zones throughout the city have been eliminated, and disposition has been made in the following manner:

1. All optional zones at the junior and senior high school levels have been abolished.
2. All students now attending schools out-of-zone on special permission may remain in their present schools until graduation.
3. All students entering the seventh or tenth grades or who are new to the area must attend the schools to which the former optional zones are attached.
4. The former optional zone for Wilson, Western, and Roosevelt bounded by Rock Creek, Piney Branch Parkway and 16th Street, and Kennedy Street extended, has been assigned to Wilson.

Junior High School students in this area will attend Deal. It was formerly optional between Gordon and Macfarland.

5. The former optional zone between Western and Cardozo bounded by Piney Branch Parkway, the Zoo, Adams Mill Road, Columbia Road and 16th Street has been assigned to Western.
6. The former optional zone between Gordon and Banneker bounded by Piney Branch Parkway, Porter Street, Park Road and 16th Street becomes part of the Lincoln zone.
7. The former optional zone between Western and Dunbar bounded by South Capitol Street and Independence Avenue, each extended to the river, has been assigned to Western.
8. In the elementary schools, the optional zone between Powell and Hearst reverts to Powell. All children from that zone are allowed to remain until graduation. All new children must attend Powell.

The elimination of optional zones and their absorption into existing school zones does not solve the major problems of our school attendance zones at any grade level. There is a pattern of school zones established originally in the post-1954 integration of the schools. While the Board and Administration attempted at that time to establish the best possible pattern, the practice since then has been one of individual year-to-year changes and adaptations dictated by increases in population, opening of new buildings, etc.



The city population patterns are by nature fluid and represent the organic life of the city. Two problems confront a school system attempting to adapt to these patterns: (1) census data are exceptionally difficult to keep up-to-date; and (2) building locations are permanent restrictions, especially when new construction is so paced that older buildings must remain in use well beyond their normal life-span to accommodate a large student population.

It is reasonable, however, for the staff to make the following recommendations:

1. That the administration begin immediately to prepare, with the assistance of the staff of each school, a detailed analysis of the city showing:
  - a. population density
  - b. socio-economic levels and patterns
  - c. transportation patterns
  - d. natural impediments (commercial districts, freeways, etc.)
2. That as a result of this analysis a new boundary system be devised which will, whenever and wherever possible, cut across and sample the patterns (a) and (b) above.
3. That this boundary system be introduced in September, 1968. Boundaries reflecting major changes should be phased; i.e., incoming classes should conform to the new boundaries, and interruptions to previous school attendance in upper grades held to a minimum.

With respect to the boundaries and enrollment at Jefferson, the following will apply:

For the school year 1967-68 all Tri-School graduates will be eligible to attend Jefferson Junior High School regardless of their zone of residence.

All present eighth and ninth grade students now attending Jefferson will be allowed to remain in Jefferson until they graduate.

If there is room after the Tri-School students and the present eighth and ninth grades have been accommodated, applications for transfer to Jefferson will be accepted from overpopulated schools (110% of capacity) until Jefferson reaches an enrollment of 630, twenty-six above its capacity of 604.

Our projections indicate that to continue to take all Tri-School graduates would increase the school enrollment in 1969 to 747 (115% of capacity) resulting in a serious impairment of the educational programs at Jefferson.

We are, therefore, proposing that for all pupils new to the area in 1967 and for all pupils in 1968 the boundary of Jefferson be shifted to 1st Street, S. W.

For further details, please refer to Board Report of May 17, 1967.



VII. PLAN FOR SUBSTANTIAL TEACHER INTEGRATION FOR FALL, PARTICULARLY WITH NEWLY APPOINTED TEACHERS, AND PRELIMINARY LONG RANGE PLANS

We will move immediately to implement the requirement for substantial teacher integration beginning with the opening of schools in September, 1967.

The personnel records of the Public School System contain no questions or notations by which the race of an employee may be ascertained. However, the annual October census report does give information relative to the race of pupils and staff.

The October, 1966 census report contains the following with reference to the race of teachers, counselors, librarians, school psychologists and speech correctionists:

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Elementary Schools	568	2792	3360
Junior High Schools	277	1221	1498
Senior High Schools	344	528	872
Vocational High Schools	60	130	190
Serving all Levels	74	187	621
D. C. Teachers College	20	38	58
All Others	35	71	106
	<u>1378</u>	<u>4967</u>	<u>6345</u>
	21.7%	78.3%	100%

An examination of these figures reveals that if the number of white elementary school teachers were divided equally among all elementary schools, there would be between three and four white teachers in each building. Similarly, in the junior high schools, there would be between 10 and 11; and in the senior high schools, there would be between 31 and 32.

The October, 1966 report shows that many schools either have no faculty integration at all or that integration is considerably below the maximum that could be achieved if teachers were divided equally on a racial basis. Such schools will be primary targets for implementation of the integration order.

It should be noted that usually as we consider the problem of teacher assignment, other factors are considered. Such factors are presently being negotiated between the Board of Education and the Teachers' Union. They include the distance the teacher will have to travel, the health of the teacher, and/or the tenure of the teacher. It should be noted that our Department of Personnel has indicated that since October, 1966 we have had a turnover of approximately 750 teachers. Thus, the October survey is outdated. A second survey as of June, 1967 is now under way.

Based on the partial results of the June survey (Appendix 7A), we plan to assign new teachers on a color-conscious basis to our primary target schools. We also plan to determine whether or not there are teachers who will voluntarily offer to transfer to schools where faculties are predominantly of a different race.

Additional integration of faculties will be achieved by the color-conscious assignment of teachers needed for the children transferred from east of Rock Creek Park to underpopulated schools west of Rock Creek Park.

The administration does not contemplate the involuntary transfer of experienced teachers at this time. It proposes (1) to study the effects of the immediate assignment plan, (2) examine the possibility of expanding the Urban Teaching Corps Program, (3) reexamine our teacher recruitment program, (4) study the possibility of establishing college and university intern programs similar to the Antioch and Trinity programs, and (5) consider the provision of stipends for teachers assigned to difficult areas.

Recommendations:

1. That as of this date all teachers new to the system be assigned to schools on a color-conscious basis so as to promote faculty integration.
2. That, if this policy has not been observed in teacher assignments made since the close of school in June, an effort be made to change those assignments so as to bring them in line with this policy.
3. That experienced teachers be surveyed to determine whether or not they will voluntarily transfer to a school where the faculty is predominantly of the opposite race.
4. That the assignment of teachers needed for children transferred from over-crowded schools east of Rock Creek Park to underpopulated schools west of Rock Creek Park be made on a color-conscious basis so as to promote faculty integration.
5. That the administration develop long range plans to promote complete integration based on a study of (1) the effects of the four steps outlined above, (2) expansion of the Urban Teaching Corps, (3) examination of our current recruitment program, (4) possible establishment of additional college and university intern programs, (5) stipends for teachers in difficult areas, and (6) involuntary transfer of teachers.



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
Washington, D. C.

TSA EMPLOYEES BY RACE, ELEMENTARY SCHOOLS, JUNE 30, 1967

<u>Name of School</u>	<u>White</u>	<u>Colored</u>	<u>Total</u>
Adams	3	11	14
Aiton	-	37	37
Amidon	5	23	28
Barnard	13	26	39
Beers	16	13	29
Benning	-	18	18
Birney	1	39	40
Blair	1	8	9
Blow	-	10	10
Bowen	4	24	28
Brent	3	5	8
Brightwood	5	20	25
Brookland	2	11	13
Bryan	3	27	30
Buchanan	4	22	26
Bunker Hill	8	31	39
Burroughs	12	23	35
Burrville	-	25	25
Carver	-	12	12
Congress Heights	14	10	24
Cook	1	21	22
Cummell	-	19	19
Davis	1	51	52
Draper	7	35	42
Drew	-	36	36
Eaton	14	1	15
Eckington	-	10	10
Emery	2	28	30
Fillmore	5	-	5
Gage	1	14	15
Garfield	-	32	32
Gibbs	4	31	35
Giddings	-	21	21
Goding	1	35	36
Grant	4	5	9
Green	8	36	44
Hardy	7	-	7
Harris	-	37	37
Hayes	-	9	9
Hearst	9	2	11
Hendley	11	35	46
Houston	-	34	34
Hyde	4	-	4
Jackson	3	2	5
Janney	19	1	20



<u>Name of School</u>	<u>White</u>	<u>Colored</u>	<u>Total</u>
Keene	12	15	27
Kenilworth	-	37	37
Ketcham	22	10	32
Key	6	3	9
Kimball	-	41	41
Kingsman	1	26	27
Lafayette	23	2	25
Langdon	5	23	28
Langston	-	12	12
Lenox	-	20	20
Lenox Annex	2	7	9
Lewis	4	26	30
Logan	-	29	29
Lovejoy	-	22	22
Ludlow	1	9	10
Madison	-	10	10
Mann	10	-	10
Maury	-	20	20
McGogney	5	34	39
Merritt	-	21	21
Military Road	1	4	5
Miner	4	34	38
Morgan	-	22	22
Morgan Annex	2	8	10
Moten	1	30	31
Mott	1	29	30
Murch	22	2	24
Nalle	-	27	27
Nichols Avenue	-	26	26
Noyes	1	30	31
Orr	9	3	12
Oyster	10	-	10
Patterson	34	2	36
Payne	2	26	28
Peabody	-	13	13
Perry	-	19	19
Petworth	7	17	24
Pierce	-	8	8
Plummer	-	39	39
Powell	-	21	21
Powell Annex	2	8	10
Randle Highlands	5	8	13
Richardson	-	38	38
River Terrace	-	20	20
Rudolph	4	34	38

<u>Name of School</u>	<u>White</u>	<u>Colored</u>	<u>Total</u>
Seaton	3	12	15
Shadd	-	38	38
Sharpe Health	8	11	19
Shepherd	15	4	19
Simmons	-	28	28
Simon	8	26	34
Slater	-	8	8
Slowe	1	13	14
Smothers	-	22	22
Stanton	24	24	48
Stevens	-	15	15
Stoddert	8	1	9
Sumner	1	7	8
Syphax	3	25	28
Takoma	16	5	21
Taylor	-	9	9
Thomas	-	27	27
Thomson	8	17	25
Turner	-	35	35
Tyler	14	17	31
Van Ness	1	29	30
Walker-Jones	-	29	29
Watkins	7	27	34
Webb	4	33	37
West	9	13	22
Wheatley	2	27	29
Whittier	4	41	45
Wilson	-	35	35
Woodridge	4	21	25
Young	<u>1</u>	<u>48</u>	<u>49</u>
Totals	532	2,372	2,904



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
Washington, D. C.

TSA EMPLOYEES BY RACE, JUNIOR HIGH SCHOOLS, JUNE 16, 1967

<u>Name of School</u>	<u>Negro</u>	<u>White</u>	<u>Total</u>
Backus	37	7	44
Browne	63	4	67
Deal	7	52	59
Douglass	58	2	60
Eliot	64	4	68
Evans	39	2	41
Francis	48	2	50
Gordon	20	31	51
Hart	64	20	84
Hine	42	13	55
Jefferson	17	19	36
Kramer	29	33	62
Langley	51	9	60
Macfarland	42	8	50
Miller	53	2	55
Paul	40	15	55
Rabaut	54	9	63
Randall	58	2	60
Roper	45	8	53
Sousa	52	8	60
Stuart	40	15	55
Taft	46	12	58
Terrell	66	4	70
Woodson	<u>46</u>	<u>0</u>	<u>46</u>
Totals	1081	281	1362



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
Washington, D. C.

TSA EMPLOYEES BY RACE, SENIOR HIGH SCHOOLS, June 16, 1967

<u>Name of School</u>	<u>Negro</u>	<u>White</u>	<u>Total</u>
Anacostia	28	47	75
Ballou	31	40	71
Boys' Jr-Sr	5	1	6
Capitol Page	0	7	7
Coolidge	15	52	67
Dunbar	58	17	75
Eastern	98	27	125
McKinley	64	38	102
Roosevelt	53	20	73
Spingarn	79	7	86
Western	22	44	66
Wilson	<u>3</u>	<u>69</u>	<u>72</u>
Totals	456	369	825





PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
Washington, D. C.

TSA EMPLOYEES BY RACE, VOCATIONAL HIGH SCHOOLS, JUNE, 1967

<u>Name of School</u>	<u>White</u>	<u>Colored</u>	<u>Total</u>
Americanization	11		11
Bell	23	12	35
Burdick	11	20	31
Chamberlain	18	17	35
Phelps	4	45	49
Washington	<u>4</u>	<u>36</u>	<u>40</u>
Totals	71	130	201



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
Washington, D. C.

TSA EMPLOYEES BY RACE, MODEL SCHOOL DIVISION, JUNE, 1967

<u>Name of School</u>	<u>White</u>	<u>Negro</u>	<u>Total</u>
ELEMENTARY SCHOOLS			
Bancroft	6	28	34
Bruce	0	18	18
Bundy - Regular	0	25	25
Bundy - Late	0	25	25
Cleveland	3	19	22
H. D. Cooke	0	30	30
Garrison	2	33	35
Grimke	3	28	31
Harrison	0	24	24
Meyer	4	34	38
Monroe	0	22	22
Montgomery	0	21	21
Morse	0	9	9
Park View	1	32	33
Raymond	3	31	34
SECONDARY SCHOOLS			
Banneker	3	49	52
Garnet Patterson	3	43	46
Shaw	4	65	69
*Lincoln			
Cardozo	<u>13</u>	<u>104</u>	<u>117</u>
Total	45	640	685

\* No teachers, school not opened at time of study.



WASHINGTON TEACHERS' UNION  
1126-16TH STREET, N. W.  
WASHINGTON, D. C. 20036  
223-2460

PROPOSAL OF THE WASHINGTON TEACHERS' UNION  
RELATIVE TO THE ASSIGNMENT OF NEW TEACHERS  
IN COMPLIANCE WITH JUDGE J. SKELLY WRIGHT'S  
DECISION.

In order to implement Judge Wright's decision regarding staff integration as soon as possible, the Washington Teachers' Union proposes the following minimal steps:

1. White teachers new to the system as of September, 1967 will be assigned to schools with vacancies that have an all or predominantly Negro faculty. Negro teachers new to the system as of September, 1967, will be assigned, first, to schools with vacancies that have an all or predominantly white faculty.
2. Current vacancies in the following schools should be ascertained:
  - a. Schools with an all or predominantly Negro faculty.
  - b. Schools with an all or predominantly white faculty.
3. All teachers should be asked immediately if they are willing to transfer in order to implement the Wright decision.
4. The race of all teachers new to the system should be ascertained immediately. This should include those already assigned and those not yet assigned positions.
5. The name and race of all teachers who have and who will ask for transfers and who will volunteer for transfer, in order to implement the Wright decision, should be obtained. These teachers, insofar as compliance to the Wright decision is concerned, should be treated in the same way as teachers new to the system.
6. All vacant positions already in existence will be filled in compliance with the Wright Decision. The teachers will be obtained from:
  - a. Voluntary transfers (including those teachers who signify their willingness to be transferred in compliance with the Wright Decision.)
  - b. Teachers new to the system as of September, 1967.
7. There shall be an equitable distribution of those teachers who have met the qualification requirements.
8. A joint committee composed of representatives of the Union and the Board will be formed for a continuing study of the problem, and will make recommendations as deemed necessary.





2, H.C.

**UNITED STATES COMMISSION ON CIVIL RIGHTS**  
**WASHINGTON, D.C. 20425**

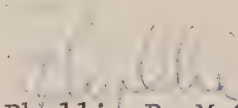
November 16, 1967

Dear Mr. Hobson:

Welcome to the Conference! Reverend Robert Drinan, Dean of the Boston College Law School is the chairman for your Friday Workshop -- Administering Large Cities Schools to Achieve Educational Equality. This is the workshop in which you will participate as a discussant. Reverend Drinan is having a briefing session tonight (Thursday) for all the discussants in his hotel room at 7:15. This session will last approximately 45 minutes which should allow you time to attend the evening clinics. The purpose of this brief meeting is to familiarize the discussants with the procedures for Friday's session.

I hope to see you there.

Sincerely yours,

  
Phyllis P. McClure  
Race and Education Project



2,400

FWA029 635P EST NOV 1 67 NHBO27 SPOC002 (54) DEAO05

DE WAO07 NL PD WASHINGTON DC 31

JULIUS HOBSON DEPT OF HEW

RM 5615 SOUTH 330C ST SW WASHDC

THE UNITED STATES COMMISSION ON CIVIL RIGHTS IS HOLDING A  
NATIONAL CONFERENCE ON RACE AND EDUCATION IN WASHINGTON DC ON  
NOVEMBER 16, 17, 18. WE WOULD LIKE TO HAVE YOU SERVE AS  
DISCUSSANT IN WORKSHOP A2, TO BE CONDUCTED ON NOVEMBER 17  
FROM 9AM TO 415PM. THIS WORKSHOP IS CONCERNED WITH ADMINISTERING  
LARGE CITY'S SCHOOLS TO ACHIEVE EDUCATIONAL OPPORTUNITY. WE HOPE  
THAT YOU WILL BE ABLE TO ACCEPT THIS ASSIGNMENT. PLEASE TELEPHONE  
COLLECT (202) 382-1941, MRS MCCLURE TO LET US KNOW YOUR DECISION  
AND FOR DETAILS

M CARL HOLMAN DEPUTY STAFF DIRECTOR.



Mrs. Tina Lower, parent  
(2 sons in Gordon Jr. High School)

Corrected 11/13/67

Informal notes on telephone conversation  
with Dr. John A. Sessions, Member, D.C.  
Board of Education, prior to PTA meeting  
11/8/67

QUESTION: Why was Dr. Leon Lessinger not interviewed as  
a candidate for Superintendent?

Dr. Sessions said more than 100 names were submitted (by  
groups and individuals) to the Board of Education for considera-  
tion and evaluation by the Selection Committee chosen to nominate  
a superintendent.

\*He told me that he had submitted Dr. Leon Lessinger's name as  
a candidate as did Dr. Haynes, but it was "too late"...the  
deadline for submitting nominations had passed. I asked  
Dr. Sessions why he had submitted Dr. Lessinger's name if it  
was too late to be considered? I also questioned whether there  
had been an official announcement that no further names would  
be accepted for consideration--if I had been aware of this fact  
we would not have disturbed the status quo.

Dr. Sessions then stated that Dr. Lessinger's name did go through  
the usual screening procedure employed by the Consultants in  
handling the earlier nominees--even though his name was submitted  
two months after the deadline. He explained that this "procedure"  
consisted of checking educational credentials, experience and  
background. Dr. Sessions agreed to Lessinger's high qualifica-  
tions and admitted that he probably would have been placed on the  
final list of candidates if the deadline had not already passed.

I then related to Dr. Sessions my phone conversation with  
Dr. Lessinger on October 26. On that date I asked Dr. Lessinger  
if he had been contacted by the D.C. School Board for an inter-  
view. Dr. Lessinger stated briefly that Thomas James, a Pro-  
fessor of Education from Stanford had phoned a week or two before  
(in his capacity as a Consultant to the Selection Committee) and  
asked if Dr. Lessinger would be willing to be talked to about  
the position of Superintendent in D.C. Dr. Lessinger's answer  
was yes and he further stated to James that he would become  
available for the position if there was sufficient interest and  
support by the community and the Board of Education.  
Dr. Lessinger explained to me during our conversation that he  
thought all superintendents in the country (selected as  
candidates) were obligated to consider the Washington, D.C.

---

\*Dr. Euphemia Haynes sent telegrams to all Board members on  
October 4 officially requesting that Dr. Leon Lessinger be  
considered as a candidate. Before that date Dr. Sessions  
also spoke with Board members about Dr. Lessinger, but it was  
not made part of the official minutes.



ghetto population — is like asking  
us to support the status quo because  
it is the status quo and because  
we should respect the professional educators  
— the learned better than that in  
the place cops.

When you look at the District  
school system it is hard to have  
respect for any professional educator  
— or for any other adult who has been a part of this unbelievable neglect!

~~Professional institutions in this country~~  
~~Conditions — insularity & egoism reflect — cannot be changed~~  
~~the school system has been the by~~  
The PTA groups are totally ineffective  
either in maintaining or effecting change  
(some meet every 2 months & discuss nothing for 100% of discussion)  
the good but fairly meaningless  
activity of ~~baking~~ raising money & baking  
cakes is a phony vehicle for pointing to  
"community participation," ~~and~~ ~~study the~~  
~~Board of Education cannot do the principle~~  
~~must be made when the all requires the useful~~  
~~effort (other than)~~ ~~that should be made~~  
~~made by the~~ ~~are closed to parents~~  
and others who have a stake in the community  
— unless we want to support & approve decisions

position because of the urgent need to develop an exemplary educational system in the Nation's Capitol. Dr. Lessinger also mentioned that Tom James also said he thought there was a No. 1 candidate the Board already had in mind for the position.

QUESTION: Who were the Consultants in the selection process?

Dr. Sessions described the School Board Consultants as a committee who evaluated the names submitted to them by the D. C. Board of Education and listed the following as the members of this committee: \* Dean Theodore Sizer of Harvard University, Thomas James of Stanford University, Mr. Vivian Henderson (who Dr. Sessions described as a top Negro educator and College President but could not identify the college), and Mr. Francis Ianni of Columbia University.

I asked Dr. Sessions to clarify whether the Consultants simply screened candidates nominated to the Board of Education or made independent nominations as a Consultant group or both! He was emphatic in his statement that the Consultant group only evaluated candidates nominated to the Board.

QUESTION: Who were the candidates considered by the Board?

Dr. Sessions stated that the following six candidates were selected for an interview from the total list of over 100.

1. Wilson Riles from California (Dr. Sessions said Commissioner Howe supported Riles as a top educator).
2. \*\*Gordon McAndrew from North Carolina
3. William Manning from Lansing, Michigan
4. Carl Dolce from New Orleans who Dr. Sessions agreed would have been a hard candidate to "sell" because he was an acting Superintendent of a segregated school system.
5. Neal Sullivan from Berkeley--who Dr. Sessions mentioned was never a serious contender because he did not want to submit to public questions and exposure as a "candidate"--because this act might jeopardize his existing contract with the Berkeley school system.

\* Asked the same question on 11/9 Anita Allen, Selection Committee Chairman added two additional names to the consultant group: Lawrence Cremin, Professor of Education, Columbia University and Edmond Gordon, Yeshiva University, New York.

\*\* Also supported by Howe.



sub line. studies

Dear Steve,

You forgot to thank me for lunch,  
even if it was minimal!

I am sorry we are wearing different  
hats these days — perhaps because my  
children are experiencing the educational trauma  
of the abstract school system.

Many of us are searching for a useful  
and meaningful role to play in refuge  
to achieve an equitable improving this  
form of education/  
fortunes — truly, a criminal abuse to young  
children. — any system with a 50% plus  
drop out rate, <sup>and the economic inequity</sup> can no longer be related  
to professional educators. We are looking  
for alternatives in construction programs.

Asking us to continue to support  
what my research has proved to me  
to be a <sup>if not totally irresponsible</sup> ~~blundering~~ <sup>if not totally inept</sup>  
Board of Education ~~which~~ is foolish.  
To support what appears to be a 2nd  
rate Superintendent appointed without  
community participation in a primary

6. \* John Fields who Dr. Sessions said was not a professional educator (is presently working for the Urban Coalition) and disqualified himself early in the selection process.

Dr. Sessions said this list of the top six candidates selected by the group of Consultants was public information and was printed in the newspapers.

QUESTION: How many candidates were reviewed by the full Board?

Of these six, Dr. Sessions reported to me that, with the exception of Dr. Haynes who refused to attend any meetings, the full Board had interviewed three candidates plus the Acting Superintendent, Benjamin Henley. These three were Riles, McAndrew and Manning. Dr. Sessions said Dr. Manning had been interviewed by the full Board (with the Haynes exception) twice, the second time in the public meeting on Friday, October 27 when he was appointed Superintendent.

QUESTION: Who proposed Dr. Manning as a candidate?

It was possible that Dr. Sessions replied that many names proposed to the School Board were submitted by several people or groups and although he was not sure, he said it Manning's name was on a list submitted by Dr. Ed Meade of the Ford Foundation. I asked if Manning's name was submitted by Anita Allen since, as an employee in the Office of Education, she is instrumental in distributing Title I funds to school systems in the midwest, including Manning's district. Dr. Sessions said he did not think she had met Mr. Manning prior to his interview as a candidate.

I asked if Dr. Manning had been introduced informally to any people in the community--churches, civic organizations, Mr. Hobson and the group involved in developing and financing the monumental Skelly Wright decision, AAUW, etc. Mr. Sessions said no, he did not think this was necessary or warranted--even though I pointed out that an appointed Board had selected a white man to head a 90 percent black school district--without apparent community participation.

Dr. Sessions also said . . . he did not think Mr. Hobson's court action to nullify the appointment stood a chance . . . Dr. E. Haynes suit had been thrown out of Court . . . he did

\* Asked the same question on 11/9 Anita Allen, Selection Committee Chairman did not mention John Fields as the sixth candidate but included instead Mr. Leslie Dunbar from New York.



Dear Steve,

<sup>to contribute</sup>  
<sup>time & energy</sup>  
<sup>to the cause</sup>

You forgot to thank me for lunch  
-- even if it was minimal.

I am sorry we are wearing different  
hats these days, perhaps, I am closer to  
the situation with Subden in <sup>the District</sup> schools  
and <sup>significantly</sup> willing

My intentions are <sup>to assist in improving</sup> ~~to contribute to~~  
I assure you, <sup>along with others</sup> ~~and I am~~ <sup>working for some</sup>  
~~purposeful~~ <sup>assist in improving</sup> ~~to contribute to~~  
~~the District school system.~~ <sup>problem of improving</sup>

To tell me to support a grouping,  
if not totally inept, school Board -- for  
which I have little or no respect as  
hardly an alternative. As a 3 rate  
school board they can only be expected  
to pick a 3rd rate superintendent.

not expect the Senate to approve a School Board election in April (and perhaps not even in November) and therefore, decisions had to be made immediately if there was to be any effective change.

QUESTION: I asked if Dr. Manning had been appointed to any position of prominence with the Office of Education or on any other National Educational Committees and he said he was not sure of this.

I asked about comments made by Michigan acquaintances to the effect that they knew nothing of Manning's educational standing because his family problems had been more newsworthy. Also, I had heard that he had applied and been turned down for the Superintendent's position in Omaha. Dr. Sessions replied that the Acting Superintendent accepted the Omaha position even though Manning was considered highly qualified.

QUESTION: Why the "secret" meetings?

In discussing the "secret" meetings of the School Board, I asked Dr. Sessions why Board members had met/conducted meetings in this fashion? He stated that it is impossible to evaluate and interview candidates for Superintendent in public meetings and that it is impossible to work under the 1906 Congressional directives governing the School Board.

QUESTION: Why haven't interim improvements been made? I also asked why such simple, inexpensive and common educational techniques such as: (1) using advanced students to tutor less advanced children and (2) using parents as Teaching Assistants to help overworked teachers were not routinely used or even discussed?

Dr. Sessions admitted this was a great need and we should all pull together in support of the new Superintendent to improve the system.



12/20/68

Payroll Office -

Don Williams - Stage Labor Handled

W. Leigh - presented

E. Peterson - Treasurer

Frank Rosta - guaranteed by get

Chuck D. Sell

Catherine

Mary Kellie

efficiency & management

1. opening of diff type of positions

2. advancement

3

Training opportunities - for lower grade,  
monthly groups.

Federal Union - Second Group

already made by ~~us~~ people you cannot respect  
~~in~~ who by virtue of the system have no  
direct responsibility / accountability to the  
community?

you comment that if I am so interested  
in improving the schools I should teach vs  
both patronizing & simplistic. Sometimes I  
can feel myself the frustration of the ghetto.  
Again I appreciated your time - I'm including in my  
my own.

The new  
Track System

Desires immediate  
attention.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF PUPIL PERSONNEL SERVICES

*From a friend*

November 8, 1968

Dr. Euphemia L. Haynes  
1601 Holly Street, N. W.  
Washington, D. C. 20012

Dear Dr. Haynes,

This is the report that I spoke to you  
about. Call me at your convenience and I will  
explain it to you.



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA  
Department of Special Education  
School Administration Annex No. 3  
13th floor - 1411 K Street, N. W.  
Washington, D. C. 20005

September 12, 1968

Memorandum to All Principals:

Please forward to me not later than Friday, September 20, the number of educable mentally retarded pupils\* now enrolled in regular classes who need, in the opinion of your teachers and yourself, special class placement.

Thank you for your prompt attention to this request.

*Stanley E. Jackson*  
Stanley E. Jackson  
Director of Special Education

\*Mental retardation refers to (1) subaverage general intellectual functioning, (2) which originates during the developmental period, and (3) is associated with impairments in adaptive behavior. Generally, the educable subgroup have been so classified because they have the capacity to acquire sufficient academic skills to become literate. This is not the same as the trainable or severely mentally retarded (SMR) group.

SCHOOL \_\_\_\_\_

PRINCIPAL \_\_\_\_\_

Number of educable mentally retarded pupils needing special class placement.	AGES										
	5 or younger	6	7	8	9	10	11	12	13	14	15 or older

Mail to Dr. Stanley E. Jackson  
Director of Special Education  
D. C. Public Schools  
1411 K Street, N. W.  
Washington, D. C. 20005

Date \_\_\_\_\_





# EMR COMBINED TOTALS (PAGES I - IV)

FOR THE ELEMENTARY SCHOOLS REPORTING AS OF 9/20/68

	5 or younger	6	7	8	9	10	11	12	13	14	15 or older	Total
Page I	22	57	104	89	90	112	90	99	38	8	0	709
Page II	22	84	157	98	106	154	153	130	62	1	0	972
Page III	33	71	152	151	159	106	110	94	31	1	0	908
Page IV	29	87	143	90	134	153	143	125	70	3	2	974
Grand Total	106	299	556	428	489	530	501	448	201	13	2	3,563*

EMR - ELEMENTARY SCHOOLS SUMMARY SHEET

\* 3,563 represents the total membership taken from all of the EMR reports received by this office from the Elementary Schools - Membership as of 9/20/68.

One hundred and seven (107) elementary schools reporting.

COPIED FROM ORIGINAL NOV. 7, 1968



COMPILATION OF EMR RETURNS FROM SCHOOLS  
(SPECIAL CLASSES FOR EMR'S BY AGE GROUPS AS OF 9/20/68)

ELEMENTARY SCHOOLS	5 OR YOUNGER	6	7	8	9	AGES					14	15 or OLDER	TOTAL
Aiton	6	3	16	7	11	13	15	15	5	1	-	-	92
Amidon						12	3						15
Bancroft	1	4	1	3	2	3	2	1					17
Barnard	0	2	3	3	0	1	6	1	1				17
Beers	4	5	2	8	9	6	3	15	2				54
Benning			2	2		1	2	1	2				10
Birney		1	3	3	6	8	8	8	1				38
Blair	-	-	-	-	-	-	-	-	-	-	-	-	0
Blow	1	3	3	1	1	1							10
Brent	-	-	-	-	-	-	-	-	-	-	-	-	0
Brightwood				3	3	2	3	6					17
Brookland					1		1	1	2				5
Bruce				1		2							3
Bryan	1	2	3										6
Buchanan		1	9	4	1	5	1	9	2				32
Bunker Hill			1				1						2
Burroughs		2	3	9	6	6	4	4					34
Burrville	2	11	10	9	9	11	4	7					64
Carver	-	-	-	-	-	-	-	-	-	-	-	-	0
Cleveland			5	2	2	5	5	3					23
Congress Heights Annex		4	16	13	13	2	2						50



COMPILATION OF EMR RETURNS CONTINUED:  
AS OF 9/20/68

ELEMENTARY SCHOOLS	5 OR YOUNGER	AGES							13	14	15 or OLDER	TOTAL
		6	7	8	9	10	11	12				
Congress Heights	6	15	19	11	13	12	19	18	15	6	0	134
H. D. Cooke		1	2	4	3	3	2	3				18
J. F. Cook	1		1	2	3	3	1					11
Davis		1	2	1	2	4	5	4	4			23
Drew				1	2	9	2	3	2			19
Eaton		2	3	2	3	3	1			1		15
Eckington		2	10	4	8	11	8	5	4			52
Edmonds		2	3	3	4	5	4	4				25
Emery	10	10	8	7	9	25	30	20	20			139
Fillmore	-	-	-	-	-	-	-	-	-	-	-	0
Gage		2		5	5	13	8	7				40
Garfield	-	-	-	-	-	-	-	-	-	-	-	0
Garrison	4	4	6	7	8	8	7	9	2			55
Gibbs		2	1	3	2	4	6	2				20
Giddings	1	2	7	4	10	5	7	7	3			46
Goding		23	22	6	7	2	16	7				83
Grimke		4	13	5	4	10	4					40
Harris	-	-	-	-	-	-	-	-	-	-	-	0
Harrison		1	25	13	8	6	11	7	4			75
Hearst				5	2	1	2	1	1			12
Houston				4	4	4	3	7	3			25
Hyde	-	-	-	-	-	-	-	-	-	-	-	0
Jackson						1	3					4





COMPILATION OF EMR RETURNS CONTINUED:  
AS OF 9/20/68

ELEMENTARY SCHOOLS	5 OR YOUNGER	6	7	8	9	AGES		12	13	14	15 or OLDER	TOTAL
						10	11					
Janney				4	2	2		1				9
Keene	-	-	-	-	-	-	-	-	-	-	-	-
Ketcham				1	2	5	2	4				14
Kimball	7	8	24	6	10	13	11	4	2			85
Langdon			4	5	6	11	8	5	1			40
LaSalle Lab.		12	31	13	2	10	14	8	7	1		98
Lenox		7	2	2	2	-	2	10	3			28
K. C. Lewis		1	1	1	5	10	6	7	2			33
Logan Community						1	2	6	1			10
Lovejoy		4			6	7	4	9	9			39
Madison	5	2	4	7	9	3	6	4				40
Mann		1		1	3	1	1					7
Maury				1	1							2
McGogney	10	13	46	34	51	8	17					179
Meyer	3	5	6	8	3	4	9	6	1	1		46
Miner	1	4	4	1	7	6	11	10	4			48
Monroe	2	3	5	5	4	3	5	1	2			30
Moten	6	15	16	28	25	13	4	8				115
Murch	-	-	-	-	-	-	-	-	-	-	-	0
Nalle	4	3		6	7	5	3	7	3			38
Nichols Avenue Primary				1								1
Noyes	2	1	1	5	3	11	4	6	1			34



COMPILATION OF EMR RETURNS CONTINUED:  
AS OF 9/20/68

Elem. Schools	5 or younger	AGES										15 or older	Total
		6	7	8	9	10	11	12	13	14			
Shepherd						1							1
Simmons		1	6	7	7	5	5	4	2				37
Simon				2	6	7	5		1				21
Slater Langston			3		2	3	1	2					11
Slowe				2	2	5	2	5	3				19
Smothers			3	3	2	1	3	4					16
Stanton		4	26	7	13	10	13	11	12				96
Stoddert			1										1
Takoma	4	4	3	2	10	9	5	2					39
Taylor		7	5	3	3	4	2		1				25
Nevel Thomas		3	4	9	14	9	5	6	7				57
Thompson	4	6	5	4	9	7	12	4	2	1			54
Tri-School Bowen Bldg.							3	12					15
Tri-School Syphax Bldg.			2										2
Trusdell Lab.		1	1	4	3	6	5	3	4				27
Tyler			3	1	7	6	8	2	2				29
Van Ness				2	3	10	3	2					20
Walker-Jones						9	5	4	2				20
Watkins				2	1	3	6	4			2		18
Webb	6	27	26	10	8	10	12	9	5				113**
West	3	1	3	2	3	2	2	4	3				23
Wheatley	1	3	21	3	9	13	13	3	5	2			73





COMPILATION OF EMR RETURNS CONTINUED:  
AS OF 9/20/68

[illegible]



COMPILATION OF EMR RETURNS CONTINUED:  
AS OF 9/20/68

Elem. Schools	5 or younger	<u>AGES</u>										15 or older	Total Total
		6	7	8	9	10	11	12	13	14			
Whittier	1	9	12	9	15	12	11	16	5				90
Wilson	2	2	1	1	8	5	7	12	4				42
Woodridge	1	3	-	4	2	1	1	4	1				17
Chas. Young	7	16	18	13	7	10	14	12	11				108
TOTALS	106	299	556	428	489	530	501	448	201	13	2		3,563*

\*\*Based on teacher opinion. See EMR report from school.



I. COMPILATION OF ENR'S FROM SCHOOLS  
(SPECIAL CLASSES FOR ENR'S BY AGE GROUPS - As of 9/20/68)

Secondary Schools	Ages					Total
Jr. High	11	12	13	14	15 or older	
Browne		11	43	52	97	203
Deal		9	9	22	25	65
Douglass				1	4	5
Eliot		3	24	17	37	81
Evans		6	23	31	20	80
Garnet-Patterson		4	22	42	83	149
Gordon			6	8	11	25
Jefferson		4	25	27	15	71
Kramer		15	41	60	85	201
Langley			6	10	33	49
Lincoln		2	4	4	2	12
Macfarland	1	16	31	40	38	126
Paul		4	16	23	24	67
Rabaut		1	20	15	31	67
Randall		12	8	15	30	65
Roper		23	15	14	7	59
Sousa		1	6	10	24	41
Stuart			7	14	20	41
Terrell		2	8	25	74	109
Woodson				2	16	18
Grand Total	1	113	314	432	676	*1,534

SUMMARY SHEET - MEMBERSHIP AS OF 9/20/68 (Junior High Schools)

\*1,534 represents the total membership of the twenty (20) Jr. High Schools reporting.

COPIED FROM ORIGINAL NOVEMBER 7, 1968





I.

COMPILATION OF EMR RETURNS FROM SCHOOLS  
(SPECIAL CLASSES FOR EMR'S BY AGE GROUPS - as of 9/20/68)

SECONDARY

SCHOOLS

Sr. High

Ages

15 or older

Total

Bell	-	0
Boys Jr.-Sr. High	-	0
Burdick	-	0
Cardozo	5	5
Coolidge	62	62
Eastern	-	0
Phelps	2	2
Spingarn	50	50
Spingarn-Stay	-	0
Western	35	35
Woodrow Wilson	-	0
GRAND TOTAL	154	154*

SR. HIGH SUMMARY SHEET

\* 154 represents the total membership taken from all EMR reports received by this office - Membership as of 9/20/68.

Eleven (11) Sr. High Schools reported.



# EMR COMBINED TOTALS (PAGES I - IV)

FOR THE ELEMENTARY SCHOOLS REPORTING AS OF 9/20/68

	5 or younger	6	7	8	9	10	11	12	13	14	15 or older	Total
Page I	22	57	104	89	90	112	90	99	33	8	0	709
Page II	22	84	157	98	106	154	153	130	62	1	0	972
Page III	33	71	152	151	159	106	110	94	31	1	0	903
Page IV	29	87	143	90	134	153	143	125	70	3	2	974
Grand Total	106	299	556	428	489	530	501	448	201	13	2	3,563*

EMR - ELEMENTARY SCHOOLS SUMMARY SHEET

\* 3,563 represents the total membership taken from all of the EMR reports received by this office from the Elementary Schools - Membership as of 9/20/68.

One hundred and seven (107) elementary schools reporting.

COPIED FROM ORIGINAL NOV. 7, 1968



COMPILATION OF EMR RETURNS FROM SCHOOLS  
(SPECIAL CLASSES FOR EMR'S BY AGE GROUPS AS OF 9/20/68)

ELEMENTARY SCHOOLS	5 OR YOUNGER	6	7	8	9	AGES		12	13	14	15 or OLDER	TOTAL
Aiton	6	3	16	7	11	13	15	15	5	1	-	92
Amidon						12	3					15
Bancroft	1	4	1	3	2	3	2	1				17
Barnard	0	2	3	3	0	1	6	1	1			17
Beers	4	5	2	8	9	6	3	15	2			54
Benning			2	2		1	2	1	2			10
Birney		1	3	3	6	8	8	8	1			38
Blair	-	-	-	-	-	-	-	-	-	-	-	0
Blow	1	3	3	1	1	1						10
Brent	-	-	-	-	-	-	-	-	-	-	-	0
Brightwood				3	3	2	3	6				17
Brookland					1		1	1	2			5
Bruce				1		2						3
Bryan	1	2	3									6
Buchanan		1	9	4	1	5	1	9	2			32
Bunker Hill			1				1					2
Burroughs		2	3	9	6	6	4	4				34
Burrville	2	11	10	9	9	11	4	7				64
Carver	-	-	-	-	-	-	-	-	-	-	-	0
Cleveland			5	2	2	5	5	3				23
Congress Heights Annex		4	16	13	13	2	2					50





COMPILATION OF EMR RETURNS CONTINUED:  
AS OF 9/20/68

ELEMENTARY SCHOOLS	5 OR YOUNGER	AGES							13	14	15 or OLDER	TOTAL
		6	7	8	9	10	11	12				
Congress Heights	6	15	19	11	13	12	19	18	15	6	0	134
H. D. Cooke		1	2	4	3	3	2	3				18
J. F. Cook	1		1	2	3	3	1					11
Davis		1	2	1	2	4	5	4	4			23
Drew				1	2	9	2	3	2			19
Eaton		2	3	2	3	3	1			1		15
Eckington		2	10	4	8	11	8	5	4			52
Edmonds		2	3	3	4	5	4	4				25
Emery	10	10	8	7	9	25	30	20	20			139
Fillmore	-	-	-	-	-	-	-	-	-	-	-	0
Gage		2		5	5	13	8	7				40
Garfield	-	-	-	-	-	-	-	-	-	-	-	0
Garrison	4	4	6	7	8	8	7	9	2			55
Gibbs		2	1	3	2	4	6	2				20
Giddings	1	2	7	4	10	5	7	7	3			46
Goding		23	22	6	7	2	16	7				83
Grimke		4	13	5	4	10	4					40
Harris	-	-	-	-	-	-	-	-	-	-	-	0
Harrison		1	25	13	8	6	11	7	4			75
Hearst				5	2	1	2	1	1			12
Houston				4	4	4	3	7	3			25
Hyde	-	-	-	-	-	-	-	-	-	-	-	0
Jackson						1	3					4



COMPILATION OF EMR RETURNS CONTINUED:  
AS OF 9/20/68

ELEMENTARY SCHOOLS	5 OR YOUNGER	6	7	8	9	AGES		12	13	14	15 or OLDER	TOTAL
						10	11					
Janney				4	2	2		1				9
Keene	-	-	-	-	-	-	-	-	-	-	-	-
Ketcham				1	2	5	2	4				14
Kimball	7	8	24	6	10	13	11	4	2			85
Langdon			4	5	6	11	8	5	1			40
LaSalle Lab.		12	31	13	2	10	14	8	7	1		98
Lenox		7	2	2	2	-	2	10	3			28
K. C. Lewis		1	1	1	5	10	6	7	2			33
Logan Community						1	2	6	1			10
Lovejoy		4			6	7	4	9	9			39
Madison	5	2	4	7	9	3	6	4				40
Mann		1		1	3	1	1					7
Maury				1	1							2
McGogney	10	13	46	34	51	8	17					179
Meyer	3	5	6	8	3	4	9	6	1	1		46
Miner	1	4	4	1	7	6	11	10	4			48
Monroe	2	3	5	5	4	3	5	1	2			30
Moten	6	15	16	28	25	13	4	8				115
Murch	-	-	-	-	-	-	-	-	-	-	-	0
Nalle	4	3		6	7	5	3	7	3			38
Nichols Avenue Primary				1								1
Noyes	2	1	1	5	3	11	4	6	1			34



AS OF 9/20/68

[illegible]





COMPILATION OF EMR RETURNS CONTINUED:  
AS OF 9/20/68

Elem. Schools	5 or younger	<u>AGES</u>										15 or older	Total
		6	7	8	9	10	11	12	13	14			
Shepherd						1							1
Simmons		1	6	7	7	5	5	4	2				37
Simon				2	6	7	5		1				21
Slater Langston			3		2	3	1	2					11
Slowe				2	2	5	2	5	3				19
Smothers			3	3	2	1	3	4					16
Stanton		4	26	7	13	10	13	11	12				96
Stoddert			1										1
Takoma	4	4	3	2	10	9	5	2					39
Taylor		7	5	3	3	4	2		1				25
Nevel Thomas		3	4	9	14	9	5	6	7				57
Thompson	4	6	5	4	9	7	12	4	2	1			54
Tri-School Bowen Bldg.							3	12					15
Tri-School Syphax Bldg.			2										2
Trusdell Lab.		1	1	4	3	6	5	3	4				27
Tyler			3	1	7	6	8	2	2				29
Van Ness				2	3	10	3	2					20
Walker-Jones						9	5	4	2				20
Watkins				2	1	3	6	4			2		18
Webb	6	27	26	10	8	10	12	9	5				113**
West	3	1	3	2	3	2	2	4	3				23
Wheatley	1	3	21	3	9	13	13	3	5	2			73



COMPILATION OF EMR RETURNS CONTINUED:  
AS OF 9/20/68

Elem. Schools	5 or younger	<u>AGES</u>										15 or older	Total Total
		6	7	8	9	10	11	12	13	14			
Whittier	1	9	12	9	15	12	11	16	5			90	
Wilson	2	2	1	1	8	5	7	12	4			42	
Woodridge	1	3	-	4	2	1	1	4	1			17	
Chas. Young	7	16	18	13	7	10	14	12	11			108	
TOTALS	106	299	556	428	489	530	501	448	201	13	2	3,563*	

\*\*Based on teacher opinion. See EMR report from school.



COMPILATION OF EMR'S FROM SCHOOLS  
(SPECIAL CLASSES FOR EMR'S BY AGE GROUPS - As of 9/20/68)

Secondary Schools Jr. High	11	12	Ages 13	14	15 or older	Total
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Deal		9	9	22	25	65
Douglass				1	4	5
Eliot		3	24	17	37	81
Evans		6	23	31	20	80
Garnet-Patterson		4	22	42	83	149
Gordon			6	8	11	25
Jefferson		4	25	27	15	71
Kramer		15	41	60	85	201
Langley			6	10	33	49
Lincoln		2	4	4	2	12
Macfarland	1	16	31	40	38	126
Paul		4	16	23	24	67
Rabaut		1	20	15	31	67
Randall		12	8	15	30	65
Roper		23	15	14	7	59
Sousa		1	6	10	24	41
Stuart			7	14	20	41
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Grand Total	1	113	314	432	676	*1,534

SUMMARY SHEET - MEMBERSHIP AS OF 9/20/68 (Junior High Schools)

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COPIED FROM ORIGINAL NOVEMBER 7, 1968





COMPILATION OF EMR RETURNS FROM SCHOOLS  
(SPECIAL CLASSES FOR EMR'S BY AGE GROUPS - as of 9/20/68)

SECONDARY  
SCHOOLS  
Sr. High

Ages

15 or older

Total

Bell	-	0
Boys Jr.-Sr. High	-	0
Burdick	-	0
Cardozo	5	5
Coolidge	62	62
Eastern	-	0
Phelps	2	2
Spingarn	50	50
Spingarn-Stay	-	0
Western	35	35
Woodrow Wilson	-	0
GRAND TOTAL	154	154*

SR. HIGH SUMMARY SHEET

\* 154 represents the total membership taken from all EMR reports received by this office - Membership as of 9/20/68.

Eleven (11) Sr. High Schools reported.



TESTIMONY OPPOSING THE TRACK SYSTEM  
to be delivered before  
THE BOARD OF EDUCATION  
February 4, 1965

by

Washington, D.C. ACT

Washington ACT welcomes this opportunity to appear before the Board of Education to express its views on the question of the track system in the public schools of the District of Columbia. I come to protest not only the "railroading" along this particular track system but all methods which systematically stereotype, denigrate, brand, stigmatize and penalize young people barely out of their cribs; methods which precipitate dropouts (more appropriately push-outs), delinquency and incarceration. Some point out that we have traditionally had some method or another for grouping children presumably in terms of ability. A more accurate description of the grouping would be in terms of the privileged and the under-privileged.

I am a product of the Washington schools when racial segregation brought about Divisions 1 and 2. Even then there were certain schools such as Dunbar High School where the children of Negro professionals attended. Fortunately for me my parents were professional and I received the best a segregated school system could offer and I learned to read. The track system perpetuates this caste system.

The school is the one institution with which every child, white and Negro comes into contact. Thus the public school offers the greatest opportunity, especially, to those still victims of the bigotry and discrimination of other institutions in our society.

Unfortunately, like the schools of most cities in this country, our schools are bungling this opportunity on a very grand scale and the track system represents flagrant bungling in all its dimensions.

The track system attempts to "put a child in his place" with all the attendant social and economic implications and features that one finds in any kind of caste system.

This branding is done by using the results of tests that even the experts admit fail to measure a child's innate intellectual capability. They fail to measure a child's originality and inventiveness and creativity and are markedly influenced by socio-cultural factors. These tests were standardized on white, anglo-saxon





protestant, middle-class people and the low scores many Negro children make when entering school are only indicators of the degree of alienation from the mainstream or the degree of rejection on the part of the community. The track system then relagates the "great unwashed" to everything that is inferior about the public schools with an emphasis on conformity or "social adjustment".

All children need basic education in reading, writing, and arithmetic and later after an effective and loving teacher has evoked their genuine potential and inclination might specialization be introduced. Only the genuinely, severely mentally retarded child would find difficulty and the school system does a sufficient number of professional psychologists or social workers to deal with these children's many emotional difficulties much less ascertain real mental deficiency. Psycho-metrics is not enough.

Yet results from such testing lead to a child's being labeled a slow learner or with some other euphemistic term that really means the child does not conform to the hallowed standards of the track system and will doubtlessly suffer from this fall from grace for the rest of his life.

The school attempts to re-assure the public that objective standards and tests are balanced by the consideration of other factors. We are told the school makes every effort to assess other factors in a child's background and that teachers make a special point of studying and evaluating each child before he is placed in a particular track.

One has to question how the schools expect to convince the thinking public on this point when the public is aware that Washington public schools are constantly plagued with the problems that arise from the forced use of obsolete and dangerous school buildings, from grossly crowded classrooms, from part-time classes, from lack of textbooks, supplies and teaching aids. These deficiencies are compounded by the lack of clerical staff assistance and teaching staffs that are too often demoralized and inadequately trained and motivated.

With a knowledge of these conditions, the public can trust little in assurances that teachers can and do try to humanize a system that is essentially de-humanizing.

A few of Washington's youngsters will be helped by the additional funds from the War on Poverty and other similar sources. Even this token effort will be vitiated so long as the track system





reigns as one of the fundamentals of public education in this city.

In a recent discussion about drop-outs among Negro students, Kenneth Clark commented that doubtlessly many students left school to protect themselves from a system designed to throw them on the dung heaps of our society.

Washington ACT maintains that the practice of branding and grouping children according to tracks is a scarlet mockery of the 1954 Supreme Court decision that declares all American children must have equal access to public education. ACT further demands that this system be abolished and discarded along side those other devices used to keep the disadvantaged and down-trodden of this nation, especially the Negro, from contributing to and enjoying the fruits of the "free" society this nation declares it wants to become. The Negro masses will not tolerate a socio-economic slavery which is more insidious and therefore more denigrating.

R. Rimsky Atkinson, Jr. A.C.S.W.  
Vice-Chairman, Washington ACT



THE NATIONAL CAPITAL VOTERS ASSOCIATION

1502 Massachusetts Avenue, S.E.

Washington 3, D.C.

CONTRADICTIONS AND DILEMMAS

About the Track System  
in D.C.  
Schools

IT WOULD SEEM THAT:

1. As the Budget has gone up, "quality education" has gone down.
2. The more counselors employed, the greater the council of doom inflicted upon our children.
3. Schools were desegregated but good education has been taken out.
4. Testers, Counselors and Psychiatrists, etc. test us on what we have not been taught (or experienced) in order to measure how well they are depriving us, and our children of a good education.
5. They do not really believe our IQ's are low, but they fear that we will take the que and develop our IQ.
6. While they talk about "NEEDS" (from a shower or baths for the unwashed at 7:00 A.M. to a library for the unwed mother who was never taught to read - a real reason for her troubles), the Negro a decade after the desegregation of schools is determined that education begin to show some results.
7. The proportion of Negro children in the "gifted track" is going down not UP.
8. Members of the School Board and top school officials who have children to educate are afraid to have their own children exposed to the schools they administer so they send them to non-public schools.
9. Parents are charged with being disinterested, but when they show concern, they are fired or intimidated and their children are put in the "basic" track or Failed.
10. Students are not dropping-out, but being forced out in confusion.
11. Our Children are being used as "testtubes" for untried "teaching systems or diverted in 100 or more non-teaching projects.
12. Since we are allegedly culturally deprived, what is the nature of the culture they impose? Sex, Liquor, Dope, False values, anything but a "buck" and first class education.
13. The system implies that Negroes are too economically deprived to learn to read, write and spell. (How then has the Negro come so far in 100 years?)





OTHERS HAVE SPOKEN OUT

AGAINST THE TRACK SYSTEM

(As carried in a Washington Post article by Jack Harrison Pollack 1/3/65)

FROM THE MOUTHS OF CHILDREN:

A 14-year old, in a school that uses grouping, "Nobody cares about you around here unless you are brains."

An 11-year old exhibiting the snob attitude produced by grouping, "People will think I'm dumb, if I play with dumbbells."

An "average" 11-year old from the same school rationalized like this because his gifted friends would no longer play with him, "Bright kids are stuck-up and don't play much anyway."

A 12-year old girl who was ostracized, "If you play with smart kids, you become smart, don't you?"

FROM A Ph D FATHER IN DETROIT:

"It didn't help me and it is not helping my kid."

TOO MANY SCHOOLS ARE USING A "TRACKING SYSTEM" LIKE RACE HORSES. TOP CHILDREN ARE PUT IN THE FAST TRACK, AVERAGE CHILDREN IN THE MIDDLE TRACK AND SLOW GOERS THE BOTTOM TRACK WHICH IS TOO OFTEN THE

"LEFT-AT-THE-POST-TRACK."

FROM NOTED EDUCATORS AGAINST THE TRACK SYSTEM:

Prof. Emeritus Loretta Byers, Univ. of California, "Children who are not in gifted classes often evidence feelings of worthlessness and rejection.... Many of them, especially in elementary schools where the hidden psychic scars are deepest, told me, "I'm dumb." or "I can't think good."

Dr. Francis P. Jennings, Philadelphia (Relation of grouping to delinquency) "When constructive class leadership is removed from high school students they often turn to gang leaders."...No teacher moralizing can substitute for good examples by members of pupils' own age groups. When these are gone, the vacuum is filled with bad examples."

Dr. Miriam Goldberg, Teachers College, Columbia U, reporting on a three-year study of 2,200 5th and 6th graders in 86 classes and 15 grouping patterns discovered that "Ability grouping even hurts many kids academically." That average pupils are the forgotten, robbed of ambition, limited in achievement and usually assigned the least experienced teachers -the poorest teachers..

President Colorado PTA, " 'C' Students are the salt of the earth." ... They will be running the community when the 'A' students are busy in their research labs."

Dr. John Gardner, Pres. Carnegie Foundation, "We must respect both our plumbers and our philosophers or neither our pipes nor our theories will hold water."





COMMITTEE FOR EDUCATION

March 25th, 1968

Dear Colleagues:

The above-mentioned committee was formed on March 14, 1968 at the office of the I.S. 201 Complex Governing Board in order to plan for an appearance by Julius Hobson at I.S. 201 at 2 P.M. on Saturday, May 4th, 1968.

Mr. Hobson sued the Washington, D.C. Board of Education on the basis of the illegal application of the track system. Judge Skelly Wright ruled in the Hobson vs. Hansen case that the track system worked to the detriment of Black and poor students and by inference gave white students a distorted concept of themselves.

We are attempting to get as many educational activist organizations as possible to sponsor this meeting. We have already obtained agreement from approximately ten such organizations. See enclosed flyer. We hope that you will add your name to the list.

We estimate that it will cost \$500.00 to finance the meeting which will include Mr. Hobson's presentation and a response by four local people - adults and students.

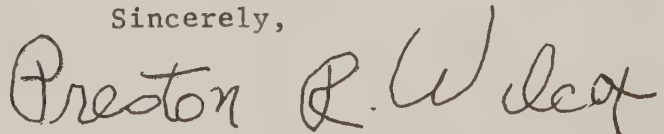
Sponsors will be required to make a small cash donation (\$10.00 - \$25.00) if possible; publicize the meeting by reproducing the standard flyer in their own name; to provide at least 600 pieces of literature about their organization for distribution during the coffee hour that follows the meeting; and to mobilize in order to ensure a good attendance at the meeting.

Please address check to NANCY MAMIS and letters in reference to sponsorship to the Committee For Education at the address below.

We need your support; the youth of New York need your support; Education needs your support.

Please let us hear from you.

Sincerely,



Preston R. Wilcox  
Chairman

Encl. Flyer

Committee For Education  
c/o Mamis  
110 Riverside Drive #1E  
New York, N.Y. 10024

Phone: SU. 7-5314 724-1274



Transitional  
Values

Mrs. Justin E. Mamis  
110 Riverside Drive  
New York, New York 10024

4.8

Dear Mr. Hobbsan-

I'll forward to you each  
piece of literature as we produce it.

Please send us a photograph,  
We want to get some large  
posters cut.

Thank you-

Nancy Mamis



Fact sheet for "tracking" meeting to be held on:

Saturday, May 4th, 1968

2:00 to 6:00 P.M.

I.S. 201

2005 Madison Ave., N.Y.C.

ADDRESS - Mr. Julius Hobson

Panel: Professor Preston Wilcox, Mrs. Ellen Lurie and  
2 Students, Wm. Kunstler, counsel for Mr. Hobson

### TRACKING

#### ANOTHER EDUCATIONAL BETRAYAL

The track system as used in the public schools is a rigid form of ability grouping in which students are divided in separate self contained curricula or tracks ranging from "General" for the slow student to "Honors" for the gifted.

The aptitude tests used to assign children to the various tracks are standardized primarily on white middle class children. Since these tests do not relate to the majority of children in our schools especially Black, poor and Non-English speaking, track assignment based on such tests relegate most children to the lower tracks from which, because of

1. the reduced curricula
2. the absence of adequate teaching skills
3. the absence of adequate remedial and compensatory education
4. continued inappropriate testing

the chance of escape is remote.

### TRACKING HAS BEEN ABOLISHED!

Mr. Julius Hobson brought suit against the Washington, D.C. school system, charging that the track system was a violation of the civil rights of all children.

The case was heard by Judge J. Skelly Wright who found the Board of Education deprived the District's Black and poor school children of their right to equal educational opportunities through segregation of students and faculty, unequal distribution of funds and the "track system". He ordered an end to tracking and asked that plans be prepared to achieve equal opportunity for all children.

WE BELIEVE THAT THE SAME SITUATION EXISTS IN NEW YORK CITY

For further information call: SU7-5314 - 724-1274

EN2-7379 - 799-1621

Committee For Education

% Mamis

110 Riverside Drive, N.Y.C.



Latos para la reunión de "tracking" que se llevará acabo:

El sábado, 4 de mayo, 1968

2:00 a 6:00 P.M.

I.S. 201

Dirección: 2005 Madison Ave., N.Y.C.

Panel: El Sr. Julius Hobson, el Profesor Preston Wilcox,  
la Sra. Ellen Lurie, dos estudiantes

### "TRACKING"

#### OTRA FALLA DE LAS ESCUELAS

El sistema de "tracking" usado en las escuelas públicas es una forma rígida de agrupar por habilidad en el cual los estudiantes están divididos en distintos curriculos o "tracks" contenidos en si, variando de "Básico" para el estudiante lento, a "Honores" para el estudiante que ha logrado un nivel escolar alto.

Los exámenes de aptitud utilizados para asignar a los niños a los varios "tracks" están estandarizados especialmente para los niños de blancos clase media. Ya que estos exámenes no tienen relación a la mayoría de niños en nuestras escuelas, especialmente los negros, los pobres y los que no hablan inglés, asignación al "track" basada en tales exámenes relegan la mayoría de los niños a los "tracks" más bajos de las cuales oportunidad de escape es case imposible por estas razones:

1. currículo redicido
2. falta de educación remedial adecuada y compensatoria
3. falta de ensenanya adecuada
4. Exámenes inapropiados se continuan

#### "TRACKING" HA SIDO ABCUDO

El Sr. Julius Hobson trajo cargos contra el sistemas escolar de Washington, diciendo que el sistemas de "tracking" violaba los derechos civiles de todos los niños.

El caso fue oído por el Juez J. Skelly Wright el cual encontro en junio, 1967 que la Junta de Educación deprivaba a los Negros y a los pobres del Distrito de su derecho a oportunidades educacionales iguales por medio de la segregación de estudiantes y maestros, por la falta de distribución igual de fondos y por "el sistema de tracking". El juez ordenó la terminación de "tracking" y pidió que planes se prepararan para lograr la maxima oportunidad igual para todos los niños.

CREEMOS QUE ESTO EXISTE TAMBIEN EN N.Y.C.

Para más informacion, llame: 724-1274

SU7-5314

799-1621

EN2-7379

Comité Para la Educación  
c/o Mamis  
110 Riverside Drive, N.Y.C.



Congressional Record - House June 21, 1967

U.S. APPEALS COURT JUDGE J. SKELLY WRIGHT'S DECISION ON THE  
DISTRICT OF COLUMBIA'S TRACK SYSTEM

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Excerpts:

Pg H 7690: Orthodox equal protection doctrine can be encapsulated in a single rule: government action which without justification imposes unequal burdens or awards unequal benefits is unconstitutional. The complaint that analytically no violation of equal protection vests unless the inequalities stem from a deliberately discriminatory plan is simply false. Whatever the law was once, it is a testament to our maturing concept of equality that, with the help of Supreme Court decisions in the last decade, we now firmly recognize that the arbitrary quality of thoughtlessness can be as disastrous and unfair to private rights and the public interest as the perversity of a willful scheme.

Pg 7696: The evidence shows that the method by which track assignments are made depends essentially on standardized aptitude tests which, although given on a system-wide basis, are completely inappropriate for use with a large segment of the student body. Because these tests are standardized primarily on and are relevant to a white middle class group of students, they produce inaccurate and misleading test scores when given to lower class and Negro students. As a result, rather than being classified according to ability to learn, those students are in reality being classified according to their socio-economic or racial status, or - more precisely - according to environmental and psychological factors which have nothing to do with innate ability. Compounding and reinforcing the inaccuracies inherent in test measurements are a host of circumstances which further obscure the true abilities of the poor and the Negro. For example, teachers acting under false assumptions because of low test scores will treat the disadvantaged student in such a way as to make him conform to their low expectations; this acting out process - the self-fulfilling prophecy - makes it appear that the false assumptions were correct, and the student's real talent is wasted..... Rather than reflecting classifications according to ability, track assignments are for many students placements based on status. Being, therefore, in violation of its own premise, the track system amounts to an unlawful discrimination against those students whose educational opportunities are being limited on the erroneous assumption that they are capable of accepting no more.....

Even in concept the track system is undemocratic and discriminatory. Its creator admits it is designed to prepare some children for white-collar, and other children for blue-collar, jobs. Considering the tests used to determine which children should receive the blue-collar special, and which the white, the danger of children completing their education wearing the wrong collar is far too great for this democracy to tolerate. Moreover, any system of ability grouping which, through failure to include and implement the concept of compensatory education for the disadvantaged child or otherwise, fails in fact to bring the great majority of children into the mainstream of public education denies the children excluded educational opportunity and thus encounters the constitutional bar.



8810 Patricia Court  
College Park, Maryland 20740

March 18, 1968

Senator Joseph D. Tydings  
United States Senate  
Senate Office Building  
Washington, D. C. 20025

Dear Senator Tydings:

On March 11 I read in the Washington Post of yours and Senator Brooke's reactions to the National Advisory Commission of Civil Disorders report.

Senator Brooke's recommendation was that the President "mobilize our political and social institutions to proceed in the general course sketched out by this report." Your reaction to the report is taking the form of legislation creating yet another commission, but with a long term run.

With all due respect, Senator, both recommendations are evasive. Neither is an action response that evokes a change in the conditions. It is time to get to specifics.

Because you are in a power position in our government, I look to you for positive, action leadership on the national level. Education, housing and employment of the Negro population are the three domestic issues which will decide whether or not our country erupts into a second Civil War in the near future.

If you would legislate a new commission, legislate one that has the primary goal of writing up definitive, usable plans to hand over to those school systems that are unimaginative, tangled in red tape, and non-innovative. Then the judicial system has something pertinent and concrete on which to force implimentation.

I am no authority on housing, employment, or educational solutions, but I would like to offer my own reaction to the Commission report. Perhaps presumptuously, I am enclosing a



March 18, 1968

capsule basic plan to implement compensatory education in inner-city school systems. It needs refinement and polish; it needs additions, revisions, and deletions, I'm sure.

Sincerely yours,

A handwritten signature in cursive script that reads "Peggy B. Wood". The signature is fluid and elegant, with a large initial 'P' and a long, sweeping underline.

Peggy B. Wood

enc.

c.c. Mr. Drew Pearson  
Mr. Julius Hobson  
Judge J. Skelly Wright





## INTRODUCTION:

CERTAIN requirements are mandatory for compensatory education: (1) that children be reached at an earlier age; (2) that instructing the child on his individual achievement level be the initial goal; (3) that intense in-service teacher and administrator education be initiated; (4) that parent child-study groups within schools be developed; (5) that effective school plants be devised.

University faculties, students, and programs must become directly involved with ~~public~~<sup>elementary</sup> and secondary schools.

One national depository or office should be established whose sole function is to receive from schools, record, and transmit to requesting schools information on innovative techniques, materials, and programs.

## THE PLAN:

Part I. The establishment of "Early Schools" which provide:

- A. For children ages 1 1/2 to 3 years, with compulsory attendance, except where entrance testing and interviews ascertain average intellectual and physical growth without the Early School experience (the criteria for exclusion from Early School needs expert guidance).
- B. A complete, free physical exam (including vision and hearing screening) upon entrance, and subsequent yearly physical exams through age six.
- C. Daily attendance not less than six hours a day.
- D. Free breakfast and lunch program designed to meet at least a day's minimum nutritional needs.
- E. Instructional procedures patterned on the guidelines of the Head Start Program with suitable changes as to age level needs.
- F. A pupil-teacher ratio maximum of twenty to one, and a minimum of two teacher-aids per class.



G. Teachers trained in human development, liberal arts, and some educational course work.

H. Parent child-study groups to acquaint parents with the program and to guide parents in furthering the goals of the in-school program.

I. "Primary Buildings" within neighborhood walking distance housing the "Early School" and "Pre-School" (description of "Pre-School" follows). Primary Buildings can be temporarily remodeled office buildings, churches, etc., until permanent structures can be erected.

Part II. The Establishment of "Pre-Schools" which provide:

A. For children ages 3 years to 6 years (or 7 years if a particular child's maturation rate is slower).

B. The same physical exam, dietary needs, attendance criteria, pupil-teacher ratio, and teacher-aid requirements as in Part I.

C. Instructional procedures on Head Start guidelines.

D. Teachers trained in human development, liberal arts, and elementary (primary) education (teachers with successful experience in current Head Start Programs, regardless of training, should be retained.).

E. A continuation of the parent child-study groups described in Part I, H.

F. Inclusion of compulsory attendance at age 5 for those children previously exempted from the Early School.

G. Housing with the Early School.

Part III. The Establishment of Ungraded Elementary Schools which provide:

A. For children ages 5 through 12 (very fast children might begin first grade instruction at 5 years of age,



children with slower rates of achievement would remain through their 12th year of age to complete elementary instruction).

B. Physical exams provided free at the request of the parent or school.

C. Compulsory attendance.

D. Free breakfast and lunch program designed to meet minimum daily nutritional requirements.

E. A pupil-teacher ratio maximum of 30 to 1, and two teacher-aids per class.

F. Teachers trained in human development, psychology, liberal arts, and some education courses.

G. A continuation of parent child-study groups.

H. Regional psychological and neurological testing centers.

I. Instruction on an ungraded plan:

1. heterogenous class groupings.

2. team-teaching in primary and upper elementary levels to facilitate achievement grouping in instruction.

3. instruction in and passage through the elementary years based on a consistent and continuous progression of skills and concepts instead of any set curriculum.

4. fluid movement into and out of instructional groups ~~not~~<sup>to</sup> meeting child's needs.

J. Special education rooms, as needed, in each school to give the very disruptive child a place where his special needs can best be met.

K. Woodworking and home economics rooms in each school suitable for the various age levels, 5 through 12.





COMMENTS:

The key to compensatory education is the caliber of the teachers and administrators. Without innovative, creative, dynamic personnel filtered through the educational establishment, there can be no improvement in conditions. There are such educators in school systems throughout the country making educational breakthroughs each year. Others are buried under educational bureaucracies and must be ferreted out to form an organized nucleus for action.

Teacher training in the United States needs overhauling and one of the quickest, most practical ways to accomplish this is to get more student teachers in the classroom for on-the-job training earlier while they are still taking course work. Student-teachers are an excellent source for competent teacher-aids.

Free regional health and psychological testing centers are a necessity. An unhealthy child cannot learn well. In addition, educators are now identifying many more children with mild neurological and physiological disorders that impair the learning process.

Parent child-study groups can solve the tremendous problem of the information gap being experienced between school and home.

Ungraded teaching is not track teaching or departmentalization. The difference lies in the flexible and fluid approach of ungradedness. A child moves forward truly at his own achievement rate, not at the rate of his peers, a grade, or a teacher. Team-teaching makes possible the fluid movement<sup>of</sup> groups. Team-teaching is also an indirect form of teacher-education (poor planning and teaching become openly apparent).

In summary, I am well aware that this plan calls for a major revamping of school systems. I am also well aware that something of this magnitude is many years away from our cities, Washington in particular. We need it yesterday.

*Peggy B. Wood*  
*Elementary teacher*



November 19, 1969

TO: District of Columbia Board of Education

FROM: Julius W. Hobson, Member

SUBJECT: The Tuition Grant Program of the District of Columbia Public Schools

At my request, the District of Columbia Public School Administration prepared a report from the Department of Special Education dealing with the Tuition Grant Program from 9/3/69 to 10/24/69.

This report deals with educational facilities for exceptional children from the District of Columbia. According to the report, 302 exceptional children were being served under the Special Tuition Grant Program as of the dates listed above. The total cost for serving these children was \$678,895 or an average expenditure per school year of about \$2,248 per child. The report submitted by the School Administration defined exceptional children as deaf, blind, and "emotional."

Calculations based on "The President's Report on the Mentally Retarded for the Fiscal Year 1969" show there were approximately 22,356 children between the ages of 5 and 17 in the District of Columbia who were considered exceptional in the following categories:

Mentally retarded	10,710
Speech	5,355
Emotional	3,060
Special learning disability	1,533
Hearing	778
Other, cripple, etc.	767
Blind	153
	<hr/>
	22,356

In the fiscal year 1969, further estimates based on the President's Committee on Mental Retardation indicated that only 2,500 of these children were being served by the D.C. Public School facilities. The report, prepared by the Division of Special Education regarding tuition grants, adds 302 children to this total thus leaving 19,554 children or 87.5% of the exceptional children without any public assistance or without any opportunity for public education. This information is corroborated by the "Annual Report of the District of Columbia Public Schools for 1967-68" which lists 21,600 exceptional children of school age in this period but only 10% (or 2,139 children) as being served by Public School facilities.

My analysis of the Administration's report presented in the attached table reveals the following:

1. That at best this report, on its face, indicates rank discrimination against 87.5% of the exceptional children in the District of Columbia who are not being served by the District's Public School system.



2. Upon checking with some of the schools listed in the report as having facilities to serve "emotional" children, it was found (and the schools so stated) that they were not designed to deal with children having "emotional" problems and have no staff or facilities for such purposes.
3. Upon checking with the schools involved as to the number of children enrolled and the size of their tuition grants, the report of the School Administration proved inaccurate. The report frequently indicated there were children present in these school which the schools do not have enrolled. The schools indicated there were children enrolled who were not listed in the report.
4. The report brings up the very important question of how children are selected to receive tuition grants, how the schools they attend under grants are chosen and how long the grants last.

A further analysis of the attached table -- entitled District of Columbia Public Schools Department of Special Education, Tuition Grants for Children with "Emotional" Difficulties by Income Levels -- indicates that again the School Administration favors the more affluent in their selection process. Tuition grants for the more affluent in the "emotional" category are clearly larger in dollar value and more numerous than those made available to the poor. The report also indicates that there is discrimination in the kind of treatment the School Administration feels should be made available to the children of the more affluent with "emotional" problems. It is clear that the tuition grant program is in direct violation of the "Skelly Wright Decision of 1967" which prohibits such economic discrimination.

No intelligent justification can be put forward for the continuation of economic discrimination in the Tuition Grant Program. The funds for this program are made available in the regular Budget. The Department of Special Education cannot possibly justify any amount for this type of program in the face of its inaccurate, distorted reporting. And, therefore, the Board of Education has no way of checking the accuracy of the line item budget requests for tuition grants.

I recommend that the Board of Education order the suspension of new tuition grants until such time as the Department of Special Education can produce an accurate report as to the numbers of children active in these programs and the amount of money spent in their behalf. In addition, new grants should not be given until such time as the Department of Special Education can explain, to the satisfaction of all, that its selection procedures are fair and its assistance is available to all needy exceptional children regardless of economic class.



## 1969 I/

1/ Two cases #35 and #47 not charted due to inaccurate addresses.

\*NOTE: ED - Educational Disability  
MR - Mentally Retarded



2. Upon checking with some of the schools listed in the report as having facilities to serve "emotional" children, it was found (and the schools so stated) that they were not designed to deal with children having "emotional" problems and have no staff or facilities for such purposes.
3. Upon checking with the schools involved as to the number of children



*Wright Decree*

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA

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415 TWELFTH STREET, N. W.

WASHINGTON, D. C. 20004

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EXECUTIVE SECRETARY

February 18, 1969

Dr. William R. Manning  
Superintendent of Schools  
of the District of Columbia  
Presidential Building  
Washington, D. C.

Dear Dr. Manning:

I believe that your suggestion that the Board of Education has to request a reprogramming of funds in order to have the charts completed that we requested last week is absurd.

Most of the material requested is available now in another form, or can be gotten through direct inquiry to the principals as in the case of the equipment inventory.

I hope that you will be willing to disregard the abrasive manner of our request and recognize the genuine intent of us all to act on the basis of knowledge rather than impressions and to comply with the Wright decision as we interpret it.

I assume that you will detail whatever staff you need to complete this material. It will be relevant to budget decisions, and many other decisions this spring.

I hope that we can review thoroughly the whole matter of what kind of information the Board must get on a continuing basis, and what kind of information we expect citizens to get, and what kind of information we want to be the basis for the Budget.

Sincerely,

*Martha S. Swaim*

Martha S. Swaim  
Member  
Board of Education

cc: Members, Board of Education

